2024-2025 Weekly Lesson Planning Document

Week of Monday, December 09 through Friday, December 13

EDUCATOR'S NAME: Mr. Ryan Littman   SUBJECT: ESL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: **Unit:** **Chapter:** **Page Number(s):** (It is suggested that you use your curriculum map.)	**SELECTION** Introduction – Unit 2 Group Presentations	**SELECTION** Project Construction – Unit 2 Group Presentations			**SELECTION** Unit 2 Vocabulary Quiz
TN Standard(s): Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	**9-10.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. **9-10.SL.PKI.4** Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization development, substance, and style are appropriate to purpose, audience, and task. **9-10.SL.PKI.5** Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. Write the objective in student friendly terms. For example, I can multiply binomials. This is should also be on your Whiteboard Protocol.	Given graphic organizers and sentence starters, I can present information, findings, and supporting evidence with 80% accuracy.				

What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem… **I CAN….**	

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	• ⬜ *Equal Effort Equals Fair Grading: Students often assume that all members will contribute equally and that everyone will receive the same grade, not realizing that individual contributions can be uneven and that grading may reflect this.* • ⬜ *One Leader, Many Followers: They might believe that one person should take charge while others simply follow directions, rather than understanding that effective group work requires collaboration and shared leadership.* • ⬜ *It's Easier Than Working Alone: Some students think group work will be less demanding than individual work, not considering the challenges of coordinating schedules, dividing tasks, and managing group dynamics.* • ⬜ *Social Time: There's often a misconception that group work is just a chance to socialize, which can lead to distractions and a lack of focus on the task at hand.* • ⬜ *Groupthink: Students might believe that agreeing with the majority opinion is more important than voicing their own ideas, missing out on diverse perspectives and critical thinking.* • ⬜ *Conflict Is Always Negative: Many see any disagreement as a bad thing, not recognizing that constructive conflict can lead to better ideas and outcomes when managed properly.* • ⬜ *Responsibility is Shared Equally: Students might think that responsibility for the final product is shared equally, leading to a diffusion of accountability where some members rely too much on others.* • ⬜ *No Need for Individual Preparation: They may assume that individual prep isn't necessary and that everything can be sorted out during group meetings, which can slow progress and lead to inefficiency.* • ⬜ *The Final Product is All That Matters: There's often a focus on the end result rather than the process, ignoring the importance of developing collaboration and communication skills.* • ⬜ *Roles Are Fixed: Students might think that once roles are assigned, they cannot change, not recognizing the need for flexibility and adaptation as the project progresses.*

Literacy-Based DO NOW: This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.	**Content Vocabulary Review Game** -Students complete academic vocabulary word cards from unit 2 texts	**Content Vocabulary Quiz** -Students complete unit 2 vocabulary word quiz.

Agenda for the Day Simple outline of lesson segments or activities that is time stamped. Teacher/class should take 2 minutes or less to review.	▪ Do Now *(5 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ I Do *(10 minutes)* ▪ We Do *(10 minutes)* ▪ You Together *(10 minutes)* ▪ Exit Ticket *(5 minutes)*	▪ Do Now *(5 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ I Do *(10 minutes)* ▪ We Do *(10 minutes)* ▪ You Together *(10 minutes)* ▪ Exit Ticket *(5 minutes)*	▪ Do Now *(5 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ I Do *(10 minutes)* ▪ We Do *(10 minutes)* ▪ You Together *(10 minutes)* ▪ Exit Ticket *(5 minutes)*	▪ Do Now *(5 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ I Do *(10 minutes)* ▪ We Do *(10 minutes)* ▪ You Together *(10 minutes)* ▪ Exit Ticket *(5 minutes)*	▪ Do Now *(5 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ I Do *(10 minutes)* ▪ We Do *(10 minutes)* ▪ You Together *(10 minutes)* ▪ Exit Ticket *(5 minutes)*

Beginning of Lesson **I Do** **Science:** Engage & Explore	**Introduce Group Project** - Students are introduced to the project rules and rubric. Students take a moment to read and evaluate the rubric in groups. Students will share contact with each other to prepare for the presentation.	**Makeup Group Briefing/ Group Project Research/ Project Construction** -Students continue to work on their outlines for their group projects. Students will receive as-needed scaffolds from the teacher as they create their presentations.	**Content Vocabulary Quiz** -Students complete unit 2 vocabulary word quiz.
Middle of the lesson We Do **Science:** Explain and Elaborate	**Rubric Review** -Students review the rubric, then plan for their desired score.	**Group Research/Presentation Creation** -Students complete project outlines and create group presentations.	**Content Vocabulary Quiz** -Students complete unit 2 vocabulary word quiz.
End of the Lesson You Do **Science:** Evaluate	**Group Project Contract** Students read and acknowledge group contract that explains project expectations.	**Peer Evaluation Log** -Students anonymously evaluate their groups anonymously	**Group Research/Presentation Creation** -Students complete project outlines and create group presentations.

(05 MINUTES MAX) **Literacy Based closing activity:** Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.	**Group Role Selection** -Students review group roles, then assign themselves a role based on their skill sets.	**Peer Evaluation Review** -Students review group feedback, then plan a personalized goal for group work on the following day.		**Presentation (05 Timeslot Selection** -Groups pick a time on Monday or Tuesday to present group presentations.
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**
ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	• **L1 Support (Spanish)** • **Illustrated Vocabulary** • **Read-Aloud** • **Leveled Text** • **Connecting Background Knowledge** • **1.5x Time** • **Audio Summary of the text in English and Spanish** • **Sentence Stems**	• **L1 Support (Spanish)** • **Illustrated Vocabulary** • **Read-Aloud** • **Leveled Text** • **Connecting Background Knowledge** • **1.5x Time** • **Audio Summary of the text in English and Spanish** • **Sentence Stems**	• **L1 Support (Spanish)** • **Illustrated Vocabulary** • **Read-Aloud** • **Leveled Text** • **Connecting Background Knowledge** • **1.5x Time** • **Audio Summary of the text in English and Spanish** • **Sentence Stems**	• **L1 Support (Spanish)** • **Illustrated Vocabulary** • **Read-Aloud** • **Leveled Text** • **Connecting Background Knowledge** • **1.5x Time** • **Audio Summary of the text in English and Spanish** • **Sentence Stems**	• **L1 Support (Spanish)** • **Illustrated Vocabulary** • **Read-Aloud** • **Leveled Text** • **Connecting Background Knowledge** • **1.5x Time** • **Audio Summary of the text in English and Spanish** • **Sentence Stems**
Assessment (s): How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences

Corrective Activity (s): What will I do if the student doesn't understand the lesson?	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	• **Extension Questions** • **Vocabulary Review**	• **Extension Questions** • **Vocabulary Review**	• **Extension Questions** • **Vocabulary Review**	• **Extension Questions** • **Vocabulary Review**	• **Extension Questions** • **Vocabulary Review**
Technology Integration: How will the students use technology to help them master the objective.	• **Students will use Nearpod, which is embedded with the following assistive technology:**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech** • **Highlighting**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech** • **Highlighting**

	• **Text-to-Speech** • **Highlighting** • **Focused Reading** • **Illustrated picture dictionary** • **In-line text translation** • **Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.**	• **Highlighting** • **Focused Reading** • **Illustrated picture dictionary** • **In-line text translation** • **Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.**	• **Highlighting** • **Focused Reading** • **Illustrated picture dictionary** • **In-line text translation** • **Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.**	• **Focused Reading** • **Illustrated picture dictionary** • **In-line text translation** • **Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.**	• **Focused Reading** • **Illustrated picture dictionary** • **In-line text translation** • **Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.**