



2024-2025 Weekly Lesson Planning Document

Week of Monday, August 05 through Friday, August 09

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.)	Day 1 Introduction	Day 2 Setting Goals	Day 3 Team Building	Day 4 Introduction to ELA Replacement	Day 5 Week 1 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.	N/A				
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. 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....	Given L1 support and illustrations, I can get to know my classmates and understand school and work expectations.	Given L1 support and illustrations, I can set my own achievable goals for the school year.	Given illustrated instructions and L1 support, I can collaborate to contribute to my group's responses.	Given illustrated instructions and L1 support, I can demonstrate comprehension of class procedures.	Given language chunks and read-aloud test items, I can demonstrate comprehension of class and school responsibilities and rules with 80% accuracy.

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<ul style="list-style-type: none"> • I don't have to participate in group work • I can't find Spanish-speaking teachers 	<ul style="list-style-type: none"> • My goals need to be big • Goals are set in stone • Success is all about the end result. 	<ul style="list-style-type: none"> • Group work only helps students that understand the assignment. • I can opt out of group work. • I don't have any personal responsibilities in groups. 	<ul style="list-style-type: none"> • I can complete this assignment at any time • I can use my phone to complete assignments in class • Where do I find assignments, feedback, and how do I contact my teacher with any concerns? 	<ul style="list-style-type: none"> • We have free time once we finish the quiz • Quizzes can be worked on collaboratively • Various misconceptions are addressed in the summative assessment.
<p>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.</p>	<p><u>Icebreaker</u> <i>Instructions: Take an index card from the table at the front of class. On the front of the card, write two truths about yourself, then one lie about yourself. After you have written these sentences, write your first and last name on the back of your card (the side without lines.)</i></p>	<p><u>Discussion</u> What is a goal that you have in your life? In other words, where do you see yourself after high school? Share your thoughts using complete sentences.</p>	<p><u>Discussion</u> Reflect on your experiences working with others. What are the difficulties that you have with group work? Are there concerns that you have about group work? Share your responses here.</p>	<p><u>Discussion</u> Do you like to read? Why or why not?</p>	<p><u>Discussion</u> What are some things that you could do to improve your grade on a quiz or test?</p>
<p>Agenda for the Day Simple outline of lesson segments or activities that is time stamped.</p> <p>Teacher/class should take 2 minutes or less to review.</p>	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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)

<p>Beginning of Lesson I Do</p> <p>Science: Engage & Explore</p>	<p><u>Students are introduced to...</u></p> <ul style="list-style-type: none"> • Classroom rules and expectations • Behavioral Expectations <p><i>CFU #1: Thumbs Up/Down – Students confirm if they understand the content with a thumbs up or thumbs down.</i></p>	<p><u>SMART Goals</u> Students review SMART goals and review examples of appropriate goals.</p> <p><i>CFU #1: Concept Sort – Students match smart goals to the SMART acronym.</i></p>	<p><u>Group work rules and procedures.</u> Students Identify positive group behavior and confirm their understanding of group roles.</p> <p><i>CFU #1: Concept Sort</i></p>	<p><u>ELA Replacement</u> Students will review the overall structure of the class, grading policies, materials needed for class, associated resources, and how to complete missing work and assignments.</p> <p><i>CFU #1; Multiple-Choice Question</i></p>	<p><u>Quiz Protocol Explanation</u> Students review quiz rules and behavioral expectations.</p>
<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p><u>Icebreaker pt. 2</u> Students play two truths and a lie based on what they've written on their cards.</p>	<p><u>Is it a SMART goal?</u> Students review a goal, then as a whole class, decide if it is a SMART goal.</p> <p><i>CFU #2: True/False – Students identify if a goal is or is not a SMART goal, then must explain their rationale.</i></p>	<p><u>Group Rules</u> Students will review specific group roles and rules, select a role, then brainstorm group rules that will help them succeed.</p> <p><i>CFU #2: Group Rules Charter</i></p>	<p><u>Syllabus Review</u> Students will read the syllabus, then answer a worksheet with questions about the syllabus.</p> <p><i>CFU #2: Syllabus Worksheet</i></p>	<p><u>Quiz Prep Protocol</u> Students remove all items from their desk, except for their devices, or pencil and paper where applicable.</p>
<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>Class Charter</u> Students will draft their own rules for classroom behavioral expectations.</p>	<p><u>SMART Goal Creation</u> Students will create their own personal SMART goals.</p>	<p><u>The Human Knot</u> Students will stand in a circle, then join hands with two opposite students. Everyone must communicate to untangle the knot and form a circle.</p>	<p><u>Resource Page Scavenger Hunt</u> Students browse the class resources page to find specific tools to complete questions on a worksheet.</p>	<p><u>Week 1 Quiz</u> Students will complete the first quiz.</p>

<p>(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.</p>	<p><u>Quickwrite</u> Which expectations are not very clear? Share your thoughts in a complete sentence.</p>	<p><u>Parking Lot: Sharing SMART Goals</u> Students share their Smart goals on a sheet of chart paper.</p>	<p><u>Quickwrite</u> What are some immediate concerns about group work? What are some rules that you believe are too difficult? Why? Explain.</p>	<p><u>Quickwrite</u> Students discuss their biggest concerns or worries about reading texts in English.</p>	<p><u>Lesson Reflection</u> Students will reflect on their comprehension of the rules and procedures, then identify personal areas of growth</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment
<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>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.</p>	<p><u>Formative Assessments</u> Check for Understanding Class Discussion</p>	<p><u>Formative Assessments</u> Check for Understanding Class Discussion</p>	<p><u>Formative Assessments</u> Check for Understanding Class Discussion</p>	<p><u>Formative Assessments</u> Check for Understanding Class Discussion</p>	<p><u>Summative Assessment</u> Week 1 Quiz</p>

Corrective Activity (s): What will I do if the student doesn't understand the lesson?	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (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?	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
Technology Integration: How will the students use technology to help them master the objective.	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting Focused Reading 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting Focused Reading Illustrated picture dictionary 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting Focused Reading Illustrated picture 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting Focused Reading Illustrated picture dictionary In-line text translation 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting Focused Reading Illustrated picture dictionary In-line text

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>dictionary</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>translation</p> <ul style="list-style-type: none"> • 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.
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IN THE FOLLOWING PAGES:**ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED**

<u>ALL SCIENCE (S):</u> What is your resource plan for each of the 5 Es of inquiry-based science instruction? 1. Engage 2. Explore 3. Explain 4. Elaborate 5. Evaluate	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>
<u>ALL SCIENCE (S):</u> <i>(Multiple opportunities to engage in science, Makes sense of science content)</i> What is your plan to incorporate technology while incorporating the 5E instructional model? SUGGESTED OPPORTUNITIES FOR TECHNOLOGY Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials. <ul style="list-style-type: none"> • Interactivity: Studying Life (Savvas) • Interactivity: Prokaryotes and Eukaryotes (Savvas) • Interactivity: Multicellular Life (Savvas) • Interactive Video: Characteristics of Life (Savvas) • Nearpod Video: Viruses Flocabulary • Nearpod Video: Characteristics of Life with the Amoeba Sisters or YouTube Video: Characteristics of Life with the Amoeba Sisters Nearpod Video: Viruses with the Amoeba Sisters or YouTube Video: Viruses with the Amoeba Sisters 					

<u>ALL MATH (S):</u> What manipulatives might be integrated into the lesson? What did you learn from using the manipulatives in advance of using them in class with students?					
<u>ALGEBRA I:</u> What practice problems are you planning to use for the Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					
<u>GEOMETRY:</u> What activities/practice problems are you planning to use for Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					
<u>ALGEBRA II:</u> What practice problems are you planning to use for the Launch, Explore & Develop, and Reflect & Practice portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					

ALL ELA (S):

What text(s) will be used for each phase of gradual release of responsibility?

TEACHER PLANS: Phases of gradual release.

Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why?

ALL ELA (S):

High-Quality Texts:

Core Action 1

Focus each lesson on a high-quality text (or multiple texts).

Text-Specific Questions:

Core Action 2

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.