

2024-2025 Weekly Lesson Planning Document

Week of Monday, August 12 through Friday, August 16



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.)	UNIT INTRODUCTION SE pp 4-9 "My Introduction to Gothic Literature"	TEXT OVERVIEW SE pp 10-11	The Fall of the House of Usher Edgar Allan Poe SE pp 12-22	The Fall of the House of Usher Edgar Allan Poe SE pp 22-32	The Fall of the House of Usher Edgar Allan Poe SE p. 33
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.	<ul style="list-style-type: none"> • 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression • 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. • 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently. • 9-10. RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. • 9-10. RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts. 				
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 paired oral and written instructions and modeling, I can write a summary of "My Introduction to Gothic Literature" using academic vocabulary.	Given paired oral and written instructions and modeling, I can write a summary of "My Introduction to Gothic Literature" using academic vocabulary.	Given text-dependent video and a leveled text, I can connect the text to my background knowledge using sentence stems.	Given sentence stems and leveled text, I can analyze The Fall of the House of Usher using language chunks.	Given L1 support, I can analyze the craft and structure of The Fall of the House of Usher using sentence fragments.

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<ul style="list-style-type: none"> • Fear is the sole purpose of the Gothic genre. • Fear is always explicit but doesn't rely on violence or shock. • Fear is irrational 	<ul style="list-style-type: none"> • Conflict is always bad • Group work is pointless because some members will work harder than others • It is impossible to contribute to the conversation if you aren't fluent in English. 	<ul style="list-style-type: none"> • The story is primarily a Horror tale • The house is merely a physical entity • The narrator is a passive observer 	<ul style="list-style-type: none"> • The story is primarily a Horror tale • The house is merely a physical entity • The narrator is a passive observer 	<ul style="list-style-type: none"> • This is a simple plot structure • Lack of character development • The author is more concerned with the atmosphere
<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>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Students used an illustrated word wall to find the following information about new vocabulary words: • The meaning of the word, rate their comprehension on a scale of 1 to 4 regarding the meaning of the vocabulary words, a drawing that illustrates the meaning of the word, and synonyms and antonyms of the academic vocabulary words. • Academic Vocabulary Words 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Students used an illustrated word wall to find the following information about new vocabulary words: • The meaning of the word, rate their comprehension on a scale of 1 to 4 regarding the meaning of the vocabulary words, a drawing that illustrates the meaning of the word, and synonyms and antonyms of the academic vocabulary words. • Academic Vocabulary Words <p><u>Academic Vocabulary Words</u> <i>motivate; dimension; manipulate; psychological;</i></p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Students used an illustrated word wall to find the following information about new vocabulary words: • The meaning of the word, rate their comprehension on a scale of 1 to 4 regarding the meaning of the vocabulary words, a drawing that illustrates the meaning of the word, and synonyms and antonyms of the academic vocabulary words. • Academic Vocabulary Words <p><u>Academic Vocabulary Words</u> <i>Annihilate, antiquity,</i></p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Students used an illustrated word wall to find the following information about new vocabulary words: • The meaning of the word, rate their comprehension on a scale of 1 to 4 regarding the meaning of the vocabulary words, a drawing that illustrates the meaning of the word, and synonyms and antonyms of the academic vocabulary words. • Academic Vocabulary Words <p><u>Academic Vocabulary Words</u> <i>Annihilate, antiquity, fissure, dissolution, rending, tumultuous</i></p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Students used an illustrated word wall to find the following information about new vocabulary words: • The meaning of the word, rate their comprehension on a scale of 1 to 4 regarding the meaning of the vocabulary words, a drawing that illustrates the meaning of the word, and synonyms and antonyms of the academic vocabulary words. • Academic Vocabulary Words <p><u>Academic Vocabulary Words</u> <i>Annihilate, antiquity, fissure, dissolution, rending, tumultuous</i></p>

	<p><u>Academic Vocabulary Words</u> <i>motivate; dimension; manipulate; psychological; perspective</i></p> <p><u>Debrief</u> <i>Students will observe a list of Spanish cognates. Point out how all of these cognates share the same root in English and Spanish</i></p>	<p><i>perspective</i></p> <p><u>Debrief</u> <i>Students will be cold-called to read-aloud their written definition of the vocabulary word.</i></p>	<p><i>fissure, dissolution, rending, tumultuous</i></p> <p><u>Debrief</u> <i>Students will be cold-called to read-aloud their written definition of the vocabulary word.</i></p>	<p><u>Debrief</u> <i>Students will be cold-called to read-aloud their written definition of the vocabulary word.</i></p>	<p><u>Debrief</u> <i>Students will be cold-called to read-aloud their written definition of the vocabulary word.</i></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 (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ You Alone (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (20 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ You Alone (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (20 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ You Alone (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ You Alone (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ You Alone (10 minutes) ▪ Exit Ticket (5 minutes)
<p>Beginning of Lesson I Do</p> <p>Science: Engage & Explore</p>	<p><u>Unit Goal-Setting</u> Students will preview the unit goals for this lesson, then set achievable goals for themselves.</p> <p><u>CFU #1: Unit Goals Worksheet</u></p>	<p><u>Unpacking the Standard</u> Students review how to cite textual evidence to support their answers.</p> <p>CFU #1: Students identify strong examples of evidence vs. claims made without strong evidence.</p>	<p><u>Text-Dependent Video</u> Students watch an animated adaptation of The Fall of the House of Usher.</p> <p>CFU #1: Comprehension Questions</p>	<p><u>Research to Clarify and Explore</u> Students research one unfamiliar detail about the text and form a question related to the content of the text.</p> <p>CFU #1: Evidence Log</p>	<p><u>Analyzing Literary Style</u> Students will define characteristics of Gothic depictions in the text.</p> <p>CFU #1: Gothic or Not? Students identify Gothic features of illustrations.</p>

Commented [RL1]: You need to provide a translated version for students.

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p><u>Building Content Background Knowledge</u> Students will review the background information about the text, then discuss how they relate to the question: “<i>What is the allure of fear?</i>”</p> <p>CFU #2: Annotation Students will annotate background information for unfamiliar vocabulary and</p>	<p><u>First Read</u> Students will listen to a read-aloud while annotating the text.</p> <p>CFU #2: Annotation Students will annotate background information for unfamiliar vocabulary and phrases.</p>	<p><u>First Read</u> The Fall of the House of Usher</p> <p>CFU #2: Annotation Students will annotate unfamiliar vocabulary and phrases from the text.</p>	<p><u>Close Read the Text</u> Students reread the text, then answer text-dependent questions.</p> <p>CFU #2: Annotation Students will annotate unfamiliar vocabulary and phrases from the text.</p>	<p><u>Gothic Art Gallery</u> Students illustrate examples of Gothic themes within <i>The Fall of the House of Usher</i></p> <p>CFU 2#: Student Gallery</p>
<p>thin</p>	<p><u>Summary</u> A summary, or an objective summary, is a concise, complete, and accurate overview of a text, including only the main points or important ideas. It should <i>not</i> include a statement of your opinion or an analysis. A critical summary provides the essential information in a text, but it also includes some commentary or evaluation of the work.</p>	<p><u>Evidence Log</u> Students will independently keep a written log of textual evidence.</p> <p><u>CFU 3: Evidence Log</u> Students will preview the unit question, then collect textual evidence that supports their claims.</p>	<p><u>First Read Continued</u> The Fall of the House of Usher</p> <p>CFU #3: Annotation Students will annotate unfamiliar vocabulary and phrases from the text.</p>	<p><u>Analyze the Text</u> Students will provide responses to questions about the text using textual evidence.</p> <p>CFU #3: Text Analysis Students use textual evidence to justify their responses to the text.</p>	<p><u>Analyzing craft & structure Text-Dependent Questions</u> Students will cite textual evidence to justify responses to TDQ prompts.</p> <p>CFU #3: Structure Analysis Students use textual evidence to justify their responses to the text.</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</p>	<p><u>Quickwrite</u> Which character is the best horror-story hero?</p>	<p><u>Quickwrite</u> Students write a response to the following prompt: “How is an ‘American’ identity created?”</p>	<p><u>Quickwrite</u> Who is Roderick Usher? Are the events in the story real? What is the connection between</p>	<p><u>Quickwrite</u> Students read paragraph 48, then discuss the paragraph’s impact on the overall tone of the text.</p>	<p><u>Lesson Reflection</u> Students will reflect on their comprehension of the text, then identify areas of growth and areas of exemplary text connection.</p>

objective for the day.			Usher and the house he lives in?		
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?	<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
ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	<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
Assessment (s): How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment,	<u>Formative Assessments</u> Check for Understanding Word Network	<u>Formative Assessments</u> Check for Understanding Word Network Annotation	<u>Formative Assessments</u> Check for Understanding Word Network Annotation	<u>Formative Assessments</u> Check for Understanding Word Network Annotation	<u>Formative Assessments</u> Check for Understanding Word Network Annotation

discussions, performance, demonstration, etc.	Annotation Class Discussion <u>Summative Assessment</u> Written text summary	Class Discussion <u>Summative Assessment</u> Quickwrite Prompt Evidence Log	Class Discussion <u>Summative Assessment</u> Quickwrite Prompt Evidence Log	Class Discussion <u>Summative Assessment</u> Quickwrite Prompt Evidence Log	Class Discussion <u>Summative Assessment</u> Quickwrite Prompt Evidence Log
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"> Students will research other uses of the term "Gothic" and how those uses came about. Students will find at least 3 examples of 	<ul style="list-style-type: none"> Students will create a 3-slide presentation of examples of Gothic literature. 	<ul style="list-style-type: none"> Students will share their own examples of Gothic literature, then provide textual evidence that supports their answers. 	<ul style="list-style-type: none"> Students will answer the following prompt: 'How does the state of the Usher house reflect the events in the text? Cite textual evidence to 	<ul style="list-style-type: none"> Discussion Students answer the following prompt: "Share an example of Gothic themes in another type of media. Explain how they are classified as "Gothic"

	these other uses of "Gothic"			support your answers.'	
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 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"> 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 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 will use Nearpod, which is embedded with the following assistive technology: 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. 	<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 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 will use Nearpod, which is embedded with the following assistive technology: 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.

IN THE FOLLOWING PAGES:**ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED****ALL SCIENCE (S):**

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

EngageExploreExplainElaborateEvaluateEngageExploreExplainElaborateEvaluateEngageExploreExplainElaborateEvaluateEngageExploreExplainElaborateEvaluateEngageExploreExplainElaborateEvaluate**ALL SCIENCE (S):**

(Multiple opportunities to engage in science, Makes since of science content)

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.

- 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

ALL MATH (S): 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?					
ALGEBRA I: 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					
GEOMETRY: 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					
ALGEBRA II: 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					

<p><u>ALL ELA (S):</u> What text(s) will be used for each phase of gradual release of responsibility? TEACHER PLANS: Phases of gradual release.</p> <p>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?</p>					
<p><u>ALL ELA (S):</u> 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.</p>					