

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, August 19 through Friday, August 23*



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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	<b><u>SELECTION</u></b>  The Fall of the House of Usher Leveled Text (pp. 1-3)	<b><u>SELECTION</u></b>  The Fall of the House of Usher Leveled Text (pp. 1-3)	<b><u>SELECTION</u></b>  The Fall of the House of Usher Leveled Text (pp. 1-3)	<b><u>SELECTION</u></b>  House Taken Over Leveled Text (pp. 1-3)	<b><u>SELECTION</u></b>  House Taken Over Leveled Text (pp. 1-3)
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	<p><b>9-10.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p><b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p><b>10.RL. RRTC.10</b> Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><b>9-10. RL.CS.5</b> Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p> <p><b>9-10. RL.CS.6</b> Analyze how point of view and/or author purpose shapes the content and style of diverse texts</p>				
<b>Objective (s):</b> 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... <b>I CAN....</b>	Given annotation strategies and leveled text, I can demonstrate comprehension of "The Fall of the House of Usher" with 80% accuracy.	Given annotation strategies and leveled text, I can demonstrate comprehension of "The Fall of the House of Usher" with 80% accuracy.	Given annotation strategies and leveled text, I can demonstrate comprehension of "The Fall of the House of Usher" with 80% accuracy.	Given annotation strategies and leveled text, I can summarize character development in "House Taken Over" with 80% accuracy.	Given annotation strategies and leveled text, I can demonstrate comprehension of "The Fall of the House of Usher" with 80% accuracy.



**Possible Misconception (s):**  
What misconception(s) are you anticipating during this lesson?

• **Connotation and Denotation are the Same:**

Some students might think that connotation and denotation are interchangeable.

However, denotation refers to the literal, dictionary definition of a word, while connotation involves the emotional or cultural associations that the word carries<sup>1</sup>.

• **Connotations are Always Positive or Negative:**

Students might believe that connotations are always either positive or negative. In reality, connotations can be neutral as well. For example, the word "home" has a neutral denotation (a place where one

• **The House is Literally Haunted:**

Some students might think that the house is haunted in a traditional ghost-story

sense. However, the story's horror is more psychological and symbolic, with the house representing the decaying state of the Usher family<sup>1</sup>.

• **Roderick Usher is Completely Insane:**

While Roderick exhibits signs of mental illness, students might overlook the possibility that his condition is exacerbated by the oppressive environment of the house and his family's history<sup>2</sup>.

• **Madeline Usher is a Ghost:**

Students might believe that Madeline is a ghost when she reappears at the end of the story. In reality, she was buried alive due to a cataleptic condition, which

• **Linear Narrative Assumption:**

Some students might assume the story follows a straightforward, linear narrative. However, Poe's use of flashbacks, foreshadowing, and the narrator's fragmented recollections create a more complex structure<sup>1</sup>.

• **Overlooking Symbolism:**

Students might miss the symbolic connections between the physical house and the Usher family. The structure of the house, with its cracks and eventual collapse, mirrors the disintegration of the Usher family<sup>2</sup>.

• **Ignoring the Unreliable Narrator:** Some students might take the narrator's account at face value, not recognizing that his

• **Literal Interpretation of the Intruders:**

Some students might think the intruders are literal beings or ghosts. However, the story is more ambiguous, and the intruders can be interpreted as a metaphor for various psychological or societal issues<sup>1</sup>.

• **Overlooking**

**Symbolism:** Students might miss the symbolic nature of the house and its takeover. The house can represent the characters' minds or the Argentine society during political turmoil<sup>2</sup>.

• **Assuming a Clear**

**Resolution:** Some students might expect a clear resolution or explanation for the events. Cortázar intentionally leaves the source of the noises and the nature of the intruders ambiguous, which is a key aspect of the story's unsettling atmosphere<sup>3</sup>.

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• **Roderick Usher is Completely Insane:**

While Roderick exhibits signs of mental illness, students might overlook the possibility that his condition is exacerbated by the oppressive environment of the house and his family's history<sup>2</sup>.

• **Madeline Usher is a**

**Ghost:** Students might believe that Madeline is a ghost when she reappears at the end of the story. In reality, she was buried alive due to a cataleptic condition, which

lives) but can have positive connotations (comfort, family) or even negative ones (conflict, chores) depending on the context<sup>2</sup>.

- **All Words Have Connotations:**

Another misconception is that every word has a connotation. While many words do carry connotative meanings, some words are used primarily in their denotative sense, especially in technical or scientific contexts<sup>2</sup>.

- **Connotations are Universal:** Students might assume that connotations are the same for everyone. However, connotations can vary widely based on personal

makes her appear dead<sup>3</sup>.

- **The Story is Purely Supernatural:** Some students might interpret the story as purely supernatural. However, Poe blends psychological horror with Gothic elements, leaving much of the story's terror open to interpretation<sup>2</sup>.

- **The Narrator is Reliable:** Students might assume the narrator is completely reliable. However, his perceptions are influenced by the eerie atmosphere and his own fears, which can lead to a biased or exaggerated account of events<sup>2</sup>.

perceptions are influenced by fear and the eerie atmosphere, which can distort the narrative<sup>3</sup>.

- **Misinterpreting Gothic Elements:** Students might not fully grasp how the Gothic elements (like the setting, weather, and architecture) are intricately woven into the story's structure to enhance the mood and themes<sup>2</sup>.
- **Confusing Real and Imagined Events:** The blending of real and imagined events can lead students to misunderstand the story's structure. Poe intentionally blurs the lines between reality and fantasy to create a sense of unease and ambiguity<sup>2</sup>.

- **Ignoring Historical Context:** Students might not consider the historical and political context of Argentina during Cortázar's time. The story can be seen as a critique of Peronism and the oppressive political climate<sup>3</sup>.
- **Misunderstanding the Characters' Reactions:** Students might find the characters' passive acceptance of the takeover unrealistic. However, this passivity can be interpreted as a commentary on human nature and the tendency to avoid confronting uncomfortable truths<sup>1</sup>.

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experiences, cultural background, and context. [For instance, the word “snake” might have a negative connotation for many, but it could have a positive connotation in certain cultures where snakes are revered<sup>2</sup>.](#)

- **Denotation is Always Clear-Cut:** Some students might think that denotation is always straightforward and unambiguous. However, words can have multiple denotations depending on the context. [For example, the word “bark” can refer to the sound a dog makes or the outer covering of a tree<sup>1</sup>.](#)

<p><b>Literacy-Based DO NOW:</b> 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><b><u>Quiz Makeup/Vocabulary</u></b> -Students that were unable to complete Friday's comprehension quiz will complete during this time. -Students that have completed this activity will create vocabulary word cards for their unit vocabulary.</p>	<p><b><u>Academic Vocabulary</u></b> -Students complete academic vocabulary word cards for unit vocabulary</p>	<p><b><u>Vocabulary Review</u></b> -Students place vocabulary words into their appropriate sentences.</p>	<p><b><u>Academic Vocabulary</u></b> -Students complete academic vocabulary word cards for unit vocabulary</p>	<p><b><u>Academic Vocabulary</u></b> -Students complete academic vocabulary word cards for unit vocabulary</p>
<p><b>Agenda for the Day</b> 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"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>
<p><b>Beginning of Lesson I Do</b></p> <p><b>Science:</b> Engage &amp; Explore</p>	<p><b><u>Word Study – Connotation and Denotation</u></b> Students review connotations and participate in checks for understanding.</p>	<p><b><u>Sentence Structure</u></b> Students review and identify structures of sentences using the text.</p>	<p><b><u>Analyze Craft and Structure</u></b> Students review the structure of the text.</p>	<p><b><u>First Read</u></b> -Students identify the purpose, note key terms and concepts, pay attention to the structure, and relate the text to their own experiences.</p>	<p><b><u>Academic Vocabulary Review</u></b> Students review the use of academic vocabulary in context with sentence frames.</p>

<p><b>Middle of the lesson</b> We Do</p> <p><b>Science:</b> Explain and Elaborate</p>	<p><b><u>First Read</u></b> Students listen to a read-aloud of the text and make annotations.</p>	<p><b><u>First Read Continued</u></b> Students listen to a read-aloud of the text and make annotations.</p>	<p><b><u>Evidence Log</u></b> -Students pre-read text-dependent question</p>	<p><b><u>Character Analysis</u></b> -Groups pick a character from the text, then analyze their actions, motivations, and development in the text.</p>	<p><b><u>First Read Continued</u></b> Students listen to a read-aloud of the text and make annotations.</p>
<p><b>End of the Lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p>	<p><b><u>Vocabulary Practice</u></b> Students will use vocabulary words in an original sentence</p>	<p><b><u>Comprehension Quiz</u></b> Students complete a quiz on vocabulary and text-dependent questions.</p>	<p><b><u>Close Read</u></b> -Students complete a close-read activity in which they revisit the text and answer questions with evidence from the text.</p>	<p><b><u>Summary Prompt:</u></b> Consider the gradual takeover of the house in Julio Cortázar's "House Taken Over." How does the encroachment of the unknown forces reflect the psychological states of the characters? Discuss how the physical invasion of the house parallels the internal struggles of Irene and the narrator. What might Cortázar be suggesting about the nature of fear and complacency through this allegory? Use specific examples from the text to support your analysis.</p>	<p><b><u>Comprehension Quiz</u></b> Students complete a quiz on vocabulary and text-dependent questions</p>
<p><b>(05 MINUTES MAX)</b> <b>Literacy Based closing activity:</b> 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><b><u>Quickwrite</u></b> Which character from the text resonates the most with you? Why?</p>	<p><b><u>Quickwrite</u></b> What was your favorite part of the story? Why?</p>	<p><b><u>Text Reflection</u></b> What is the allure of fear? Use textual evidence from "My Introduction to Gothic Literature" and/or "The Fall of the House of</p>	<p><b><u>Vocabulary Review</u></b> -Students will play a vocabulary-based game in which they must match definitions to vocabulary words.</p>	<p><b><u>Lesson Reflection</u></b> What was difficult or easy about this lesson? What is one thing that you could do differently to improve your quiz score?</p>

			Usher” to explain your answer.		
<b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>
<b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>
<b>Assessment (s):</b> 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.	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Comprehension Quiz	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences
<b>Corrective Activity (s):</b>	<u><b>Heterogeneous</b></u>	<u><b>Heterogeneous</b></u>	<u><b>Heterogeneous</b></u>	<u><b>Heterogeneous Grouping</b></u>	<u><b>Heterogeneous Grouping</b></u>



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

	<p>picture dictionary</p> <ul style="list-style-type: none"><li>• In-line text translation</li><li>• 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.</li></ul>	<p>translation</p> <ul style="list-style-type: none"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• In-line text translation</li><li>• 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.</li></ul>	<p>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>	<ul style="list-style-type: none"><li>• 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.</li></ul>
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