2024-2025 Weekly Lesson Planning Document
Week of Monday, February 3 through Friday, February 7

EDUCATOR'S NAME: _Dr. D. Keita_____   **SUBJECT:** English Language Development (ELD) and Replacement ELA

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: **Unit:** **Chapter:** **Page Number(s):** (It is suggested that you use your curriculum map.)	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment

ELP.9-12.1
The student will be able to construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, speaking, and writing.

Replacement ELA 9-10.RI.KID.1
The student will be able to analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
The student will be able to determine a central idea of a text and analyze its development; provide an objective or critical summary.

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….**	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	ELD: Translation of common phrases	ELD: Translation of common phrases	ELD: Translation of common phrases	ELD: Translation of common phrases	ELD: Translation of common phrases
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.	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment
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 *(10 minutes)* ▪ Review State Standards *(1 minutes)* ▪ I can statement(s) 1*(minutes)* ▪ Vocabulary*(8) minutes)* ▪ Whole Group Instruction *(8 minutes)* ▪ Independent Practices (22 minutes) Closure/Exit activity *(5 minutes*	▪ Do Now *(10 minutes)* ▪ Review State Standards *(1 minutes)* ▪ I can statement(s) 1*(minutes)* ▪ Vocabulary*(8) minutes)* ▪ Whole Group Instruction *(8 minutes)* ▪ Independent Practices (22 minutes) Closure/Exit activity *(5 minutes*	▪ Do Now *(10 minutes)* ▪ Review State Standards *(1 minutes)* ▪ I can statement(s) 1*(minutes)* ▪ Vocabulary*(8) minutes)* ▪ Whole Group Instruction *(8 minutes)* ▪ Independent Practices (22 minutes) Closure/Exit activity *(5 minutes*	▪ Do Now *(10 minutes)* ▪ Review State Standards *(1 minutes)* ▪ I can statement(s) 1*(minutes)* ▪ Vocabulary*(8) minutes)* ▪ Whole Group Instruction *(8 minutes)* ▪ Independent Practices (22 minutes) Closure/Exit activity *(5 minutes*	▪ Do Now *(10 minutes)* ▪ Review State Standards *(1 minutes)* ▪ I can statement(s) 1*(minutes)* ▪ Vocabulary*(8) minutes)* ▪ Whole Group Instruction *(8 minutes)* ▪ Independent Practices (22 minutes) Closure/Exit activity *(5 minutes*

Beginning of Lesson I Do	Model read-aloud/think-aloud of the text, paired with images. *Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.*	Model read-aloud/think-aloud of the text, paired with images. *Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.*	Model read-aloud/think-aloud of the text, paired with images. *Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.*	Model read-aloud/think-aloud of the text, paired with images. *Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.*	Model read-aloud/think-aloud of the text, paired with images. *Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.*
Middle of the lesson We Do	ELPA21 Summative Assessment Question)	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment	ELPA21 Summative Assessment

End of the lesson You Do	Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.	Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.	Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.	Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.	Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.
(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.	Provide students with an exit ticket with one question related to today's lesson.	Provide students with an exit ticket with one question related to today's lesson.	Provide students with an exit ticket with one question related to today's lesson.	Provide students with an exit ticket with one question related to today's lesson.	Provide students with an exit ticket with one question related to today's lesson.
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?	Per a student's IEP	Per a student's IEP	Per a student's IEP	Per a student's IEP	Per a student's IEP
ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	**This is an ESL classroom.** All students are receiving special service. All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.*	**This is an ESL classroom.** All students are receiving special service. All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.*	**This is an ESL classroom.** All students are receiving special service. All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.*	**This is an ESL classroom.** All students are receiving special service. All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.*	**This is an ESL classroom.** All students are receiving special service. All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.*
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.	• Correct response to final close ended questions. • Exit Tickets. Performance on classwork.	• Correct response to final close ended questions. Exit Tickets. Performance on classwork.	• Correct response to final close ended questions. • Exit Tickets. Performance on classwork.	• Correct response to final close ended questions. • Exit Tickets. Performance on classwork.	• Correct response to final close ended questions. • Exit Tickets. Performance on classwork.
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	Identify the misconception. Provide 1:1. Allow student another opportunity to master.	Identify the misconception. Provide 1:1. Allow student another opportunity to master.	Identify the misconception. Provide 1:1. Allow student another opportunity to master.	Identify the misconception. Provide 1:1. Allow student another opportunity to master.	Identify the misconception. Provide 1:1. Allow student another opportunity to master.

Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.	Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.	Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.	Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.	Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.
Technology Integration: How will the students use technology to help them master the objective.	Students may use their devices to search for pictures of items in the word list to deepen their understanding. Students may use technology to translate newly learned or unfamiliar words and terms.	Students may use their devices to search for pictures of items in the word list to deepen their understanding. Students may use technology to translate newly learned or unfamiliar words and terms.	Students may use their devices to search for pictures of items in the word list to deepen their understanding. Students may use technology to translate newly learned or unfamiliar words and terms.	Students may use their devices to search for pictures of items in the word list to deepen their understanding. Students may use technology to translate newly learned or unfamiliar words and terms.	Students may use their devices to search for pictures of items in the word list to deepen their understanding. Students may use technology to translate newly learned or unfamiliar words and terms.