

2024-2025 Weekly Lesson Planning Document

Week of Monday, October 28 through Friday, November 1

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day”</p> <p>Replacement ELA: “The Seventh Man”</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day”</p> <p>Replacement ELA: “The Seventh Man”</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day”</p> <p>Replacement ELA: “The Seventh Man”</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day”</p> <p>Replacement ELA: “The Seventh Man”</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day”</p> <p>Replacement ELA: “The Seventh Man”</p>
<p>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.</p>	<p>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.</p> <p>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.</p>				

<p>Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based.</p> <p>Write the objective in student friendly terms. For example, I can multiply binomials.</p> <p>This is should also be on your Whiteboard Protocol.</p> <p>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...</p> <p>I CAN....</p>	<p>ELD: I can identify common phrases and vocabulary in order to communicate common daily routines.</p> <p>Replacement ELA: I can analyze what a text says explicitly and draw inferences and cite the strongest, most compelling textual evidence to support my conclusions.</p> <p>I can determine the central idea of the text.</p>	<p>ELD: I can identify common phrases and vocabulary in order to communicate common daily routines.</p> <p>Replacement ELA: I can analyze what a text says explicitly and draw inferences and cite the strongest, most compelling textual evidence to support my conclusions.</p> <p>I can determine the central idea of the text.</p>	<p>ELD: I can identify common phrases and vocabulary in order to communicate common daily routines.</p> <p>Replacement ELA: I can analyze what a text says explicitly and draw inferences and cite the strongest, most compelling textual evidence to support my conclusions.</p> <p>I can determine the central idea of the text.</p>	<p>ELD: I can identify common phrases and vocabulary in order to communicate common daily routines.</p> <p>Replacement ELA: I can analyze what a text says explicitly and draw inferences and cite the strongest, most compelling textual evidence to support my conclusions.</p> <p>I can determine the central idea of the text.</p>	<p>ELD: I can identify common phrases and vocabulary in order to communicate common daily routines.</p> <p>Replacement ELA: I can analyze what a text says explicitly and draw inferences and cite the strongest, most compelling textual evidence to support my conclusions.</p> <p>I can determine the central idea of the text.</p>
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<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>ELD: Translation of common phrases</p>	<p>ELD: Translation of common phrases</p>	<p>ELD: Translation of common phrases</p>	<p>ELD: Translation of common phrases</p>	<p>ELD: Translation of common phrases</p>
<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>ELD: “40 Good Habits for Students to Practice Every Day” ----- “The Seventh Man”</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day” ----- “The Seventh Man”</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day” ----- “The Seventh Man”</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day” ----- “The Seventh Man”</p>	<p>ELD: “40 Good Habits for Students to Practice Every Day” ----- “The Seventh Man”</p>
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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)

<p>Beginning of Lesson I Do</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Middle of the lesson We Do</p>	<p>ELD: Essential Question What steps do you take to be happy and successful?</p> <p>Read and annotate the text.</p> <p>During Reading: What are habits? How can habits help us be happy and successful?</p> <p>Replacement ELA: In paragraph 12, annotate at least four vivid details about the storm. Underline those that compare one thing and another.</p>	<p>ELD: Essential Question What steps do you take to be happy and successful?</p> <p>Read and annotate the text.</p> <p>Comprehension and Vocabulary (throughout the week): Sentence completions: habit(s), accomplish, planning, challenging, thankful, gratitude, stress, deep breathing, inspirational, kindness, wake up, bedtime, bad habits, appointment, multitasking, unnecessary, establish, reflection</p>	<p>ELD: Essential Question What steps do you take to be happy and successful?</p> <p>Read and annotate the text.</p> <p>Replacement ELA: In paragraph 30, mark thoughts the narrator had. Then, mark actions the narrator actually took.</p> <p>What do you notice about the thoughts and the actions?</p> <p>What do these details reveal about the narrator's character?</p>	<p>ELD: Essential Question What steps do you take to be happy and successful?</p> <p>Read and annotate the text.</p> <p>Replacement ELA: In paragraphs 45 and 46, mark verbs that reveal the time frame.</p> <p>Why has the writer switched from past tense verbs in paragraph 45 to present tense verbs in paragraph 46?</p> <p>What shift in the story's time frame is revealed through the use of verbs?</p>	<p>ELD: Essential Question What steps do you take to be happy and successful?</p> <p>Read and annotate the text.</p> <p>Replacement ELA: In paragraph 58, mark details that suggest harshness or hardness. Then, mark details in paragraph 59 that suggest softness and calm.</p> <p>Why does the author use these particular details in this way?</p> <p>What change in the</p>

	<p>What is being compared? What picture does each detail create in your mind as a reader?</p> <p>How do these descriptions help you visualize the typhoon?</p>	<p>Replacement ELA:</p> <p>In paragraph 27, mark how the author divides sentences 3, 4, 5, and 6 into parts.</p> <p>Why do you think the author uses dashes? What patterns does this punctuation create?</p> <p>What is the effect of dividing these sentences in this way?</p>			<p>narrator's perspective is revealed by the author's word choice?</p>
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Academic vocabulary:
evidence, credible, valid,
formulate, logical

Read the Launch text

Write a summary of the
launch text.

<p>End of the lesson You Do</p>	<p>Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.</p>	<p>Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.</p>	<p>Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.</p>	<p>Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.</p>	<p>Guided reading questions. Check for understanding by asking close or open-ended questions after the lesson has been completed.</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>Provide students with an exit ticket with one question related to today's lesson.</p>	<p>Provide students with an exit ticket with one question related to today's lesson.</p>	<p>Write a sentence that includes any two words under study. Provide context.</p>	<p>Write a question you have about the Internet. Then ask a classmate or your teacher to answer it.</p>	<p>Who do you think benefits most from the Internet: sellers or buyers?</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>Per a student's IEP</p>	<p>Per a student's IEP</p>	<p>Per a student's IEP</p>	<p>Per a student's IEP</p>	<p>Per a student's IEP</p>
<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>This is an ESL classroom. All students are receiving special service. All modifications are embedded within the lesson including. The use of <i>picture dictionaries, use of simple language during instruction, permitted use of translators.</i></p>	<p>This is an ESL classroom. All students are receiving special service. All modifications are embedded within the lesson including. The use of <i>picture dictionaries, use of simple language during instruction, permitted use of translators.</i></p>	<p>This is an ESL classroom. All students are receiving special service. All modifications are embedded within the lesson including. The use of <i>picture dictionaries, use of simple language during instruction, permitted use of translators.</i></p>	<p>This is an ESL classroom. All students are receiving special service. All modifications are embedded within the lesson including. The use of <i>picture dictionaries, use of simple language during instruction, permitted use of translators.</i></p>	<p>This is an ESL classroom. All students are receiving special service. All modifications are embedded within the lesson including. The use of <i>picture dictionaries, use of simple language during instruction, permitted use of translators.</i></p>
<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>	<ul style="list-style-type: none"> • Correct response to final close ended questions. • Exit Tickets. Performance on classwork. 	<ul style="list-style-type: none"> • Correct response to final close ended questions. • Exit Tickets. Performance on classwork. 	<ul style="list-style-type: none"> • Correct response to final close ended questions. • Exit Tickets. Performance on classwork. 	<ul style="list-style-type: none"> • Correct response to final close ended questions. • Exit Tickets. Performance on classwork. 	<ul style="list-style-type: none"> • Correct response to final close ended questions. • Exit Tickets. Performance on classwork.
<p>Corrective Activity (s): What will I do if the student doesn't understand the lesson?</p>	<p>Identify the misconception. Provide 1:1. Allow student another opportunity to master.</p>	<p>Identify the misconception. Provide 1:1. Allow student another opportunity to master.</p>	<p>Identify the misconception. Provide 1:1. Allow student another opportunity to master.</p>	<p>Identify the misconception. Provide 1:1. Allow student another opportunity to master.</p>	<p>Identify the misconception. Provide 1:1. Allow student another opportunity to master.</p>

<p>Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?</p>	<p>Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.</p>	<p>Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.</p>	<p>Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.</p>	<p>Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.</p>	<p>Provide extension of the lesson with a richer text. Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.</p>
<p>Technology Integration: How will the students use technology to help them master the objective.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>