

2024-2025 Weekly Lesson Planning Document

Week of Monday, October 14 through Friday, October 18

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	ELD: Routines Replacement ELA: "The Cost of Survival"	ELD: Routines Replacement ELA: "The Cost of Survival"	ELD: Routines Replacement ELA: "The Cost of Survival"	ELD: Routines Replacement ELA: "The Cost of Survival"	ELD: Routines Replacement ELA: "The Cost of Survival"
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.	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 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....	ELD: I can identify common phrases and vocabulary in order to communicate common daily routines. 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. I can determine the central idea of the text.	ELD: I can identify common phrases and vocabulary in order to communicate common daily routines. 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. I can determine the central idea of the text.	ELD: I can identify common phrases and vocabulary in order to communicate common daily routines. 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. I can determine the central idea of the text.	ELD: I can identify common phrases and vocabulary in order to communicate common daily routines. 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. I can determine the central idea of the text.	ELD: I can identify common phrases and vocabulary in order to communicate common daily routines. 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. I can determine the central idea of the text.

<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>“Bruno’s Daily Activities” ----- “The Cost of Survival”</p>	<p>“Bruno’s Daily Activities” ----- “The Cost of Survival”</p>	<p>“Bruno’s Daily Activities” ----- “The Cost of Survival”</p>	<p>“Bruno’s Daily Activities” ----- “The Cost of Survival”</p>	<p>“Bruno’s Daily Activities” ----- “The Cost of Survival” icnic”</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. <i>Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.</i></p>	<p>Model read-aloud/think-aloud of the text, paired with images. <i>Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.</i></p>	<p>Model read-aloud/think-aloud of the text, paired with images. <i>Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.</i></p>	<p>Model read-aloud/think-aloud of the text, paired with images. <i>Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.</i></p>	<p>Model read-aloud/think-aloud of the text, paired with images. <i>Provides ELLs an opportunity to hear words properly in their second language in order to build vocabulary and improve comprehension.</i></p>
<p>Middle of the lesson We Do</p>	<p>ELD: Before Reading: What do you do everyday? When do you get up? Eat breakfast? Go to school? Work? Eat dinner? Study? What are you thinking about or doing right now?</p> <p>Read and annotate the text.</p> <p>After Reading: Write a sentence (caption) under each picture.</p> <p>Replacement ELA:</p>	<p>ELD: Comprehension and Vocabulary: Sentence completions: alarm clock, algebra, apartment, bedroom, chemistry, dishes, kitchen table, magazine, news, radio, exercise, shave, shower, wake, part time, straight, together, usually, discouraged, long, small, tiring, all in all, in a row, stay in shape</p> <p>Replacement ELA:</p> <p>Essential question: What does it take to survive?</p> <p>Identify the main point of the argument made in the text.</p>	<p>ELD: Grammar: Simple; Present Tense (Third Person Singular) High frequency words. Replacement ELA: "The Cost of Survival" Audio Summary Word Network</p>	<p>ELD: Grammar: Present Continuous Tense; Present Simple vs Present Continuous Replacement ELA: "The Cost of Survival" Quick Write First Read Questions</p>	<p>ELD: Understand the systems of paragraphs in "Bruno's Daily Activities"</p> <p>Where do you find information about the beginning of Bruno's day?</p> <p>Where do you find information about Bruno's school?</p> <p>Where do you find information about Bruno's evening?</p> <p>What information does the first paragraph give? Why is it there?</p> <p>How much time does the second paragraph cover?</p> <p>How much time does the third paragraph cover?</p> <p>How much time does the fourth paragraph cover?</p> <p>Is the order in the second, third, and fourth paragraphs from early to late or from late to early?</p>

	<p>Academic vocabulary: evidence, credible, valid, formulate, logical</p> <p>Read the Launch text</p> <p>Write a summary of the launch text.</p>				<p>Replacement ELA: Extension Questions for "The Cost of Survival"</p>
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<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>