

2024-2025 Weekly Lesson Planning Document

Week of Monday, September 23 through Friday, September 27

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: The Internet Replacement ELA: "Morning Talk" "Immigrant Picnic"	ELD: The Internet Replacement ELA: "Morning Talk" "Immigrant Picnic"	ELD: The Internet Replacement ELA: "Morning Talk" "Immigrant Picnic"	ELD: The Internet Replacement ELA: "Morning Talk" "Immigrant Picnic"	ELD: The Internet Replacement ELA: "Morning Talk" "Immigrant Picnic"
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.:				
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....	ELD: I can construct/write an email using the appropriate register to communicate with my teachers and/or peers. ELD: I can use my username and password to complete an assignment in Canvas. 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 about a poem.	ELD: I can construct/write an email using the appropriate register to communicate with my teachers and/or peers. ELD: I can use my username and password to complete an assignment in Canvas. 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 about a poem.	ELD: I can construct/write an email using the appropriate register to communicate with my teachers and/or peers. ELD: I can use my username and password to complete an assignment in Canvas. 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 about a poem.	ELD: I can construct/write an email using the appropriate register to communicate with my teachers and/or peers. ELD: I can use my username and password to complete an assignment in Canvas. 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 about a poem.	ELD: I can construct/write an email using the appropriate register to communicate with my teachers and/or peers. ELD: I can use my username and password to complete an assignment in Canvas. 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 about a poem.

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>ELD: Mouse, pointer, accessing the correct network</p>	<p>ELD: Mouse, pointer, accessing the correct network</p>	<p>ELD: Mouse, pointer, accessing the correct network</p>	<p>ELD: Mouse, pointer, accessing the correct network</p>	<p>ELD: Mouse, pointer, accessing the correct network</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>Computer Skills” “History of the Internet” ----- “Morning Talk” ----- “Immigrant Picnic”</p>	<p>“Computer Skills” ----- “Morning Talk” ----- “Immigrant Picnic”</p>	<p>“Computer Skills” “History of the Internet” ----- “Morning Talk” ----- “Immigrant Picnic”</p>	<p>“Sending E-mail” ----- “Morning Talk” ----- “Immigrant Picnic”</p>	<p>“Buying and Selling on the Internet” ----- “Morning Talk” ----- “Immigrant Picnic”</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>Key Notes: Why was the Internet created?</p> <p>Access, login, connect, WiFi, restart, laptop, battery, charger, username, password, keyboard, mouse, trackpad, monitor, screen, USB port, browser, internet, website, search</p> <p>Verbs: open, (please) go to, login to, click on, type in, save, exit/close, create, put in/enter (username/password), use (Chrome, Clever, keyboard), highlight/copy and paste/cut</p>	<p>Key Notes: Why was the Internet created?</p> <p>Access, login, connect, WiFi, restart, laptop, battery, charger, username, password, keyboard, mouse, trackpad, monitor, screen, USB port, browser, internet, website, search</p> <p>Verbs: open, (please) go to, login to, click on, type in, save, exit/close, create, put in/enter (username/password), use (Chrome, Clever, keyboard), highlight/copy and paste/cut</p> <p>Replacement ELA:</p> <p>Comprehension check questions with pictures to</p>	<p>ELD: Key Notes: Why was the Internet created?</p> <p>Access, login, connect, WiFi, restart, laptop, battery, charger, username, password, keyboard, mouse, trackpad, monitor, screen, USB port, browser, internet, website, search</p> <p>Verbs: open, (please) go to, login to, click on, type in, save, exit/close, create, put in/enter (username/password), use (Chrome, Clever, keyboard), highlight/copy and paste/cut</p> <p>Replacement ELA:</p> <p>Word Study: multiple</p>	<p>ELD: Key Notes: What is an e-mail message?</p> <p>Access, login, connect, WiFi, restart, laptop, battery, charger, username, password, keyboard, mouse, trackpad, monitor, screen, USB port, browser, internet, website, search</p> <p>Verbs: open, (please) go to, login to, click on, type in, save, exit/close, create, put in/enter (username/password), use (Chrome, Clever, keyboard), highlight/copy and paste/cut</p> <p>Replacement ELA:</p> <p>Word Study: multiple meanings of words,</p>	<p>ELD: Key Notes: How has the Internet changed the way people buy and sell things?</p> <p>Access, login, connect, WiFi, restart, laptop, battery, charger, username, password, keyboard, mouse, trackpad, monitor, screen, USB port, browser, internet, website, search</p> <p>Verbs: open, (please) go to, login to, click on, type in, save, exit/close, create, put in/enter (username/password), use (Chrome, Clever, keyboard), highlight/copy and paste/cut</p> <p>Replacement ELA: Word Study: multiple</p>

	<p>Replacement ELA:</p> <p>First Read: Students notice, annotate, and respond as they read the selection the first time.</p> <p>Concept vocabulary: chirruped, teased, pipes</p>	<p>strengthen understanding.</p> <p>Students complete activities for concept vocabulary.</p> <p>Word study; multiple meanings of words.</p> <p>Word network activities (graphic organizer)</p>	<p>meanings of words,</p> <p>Analyze craft and structure Poetic Structures. Students will analyze stanzas and breaks in poems.</p>	<p>Analyze craft and structure Poetic Structures. Students will analyze stanzas and breaks in poems.</p>	<p>meanings of words,</p> <p>Analyze craft and structure Poetic Structures. Students will analyze stanzas and breaks in poems.</p>
--	--	--	--	--	--

<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>