



# 2024-2025 Weekly Lesson Planning Document

## Week of Monday, September 16 through Friday, September 20

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

	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.)	ELD: The Internet  Replacement ELA: With a Little Help from My Friends	ELD: The Internet  Replacement ELA: With a Little Help from My Friends	ELD: The Internet  Replacement ELA: With a Little Help from My Friends	ELD: The Internet  Replacement ELA: With a Little Help from My Friends	ELD: The Internet  Replacement ELA: With a Little Help from My Friends
<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.	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.:				
<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>	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.	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.	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.	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.	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.

<p><b>Possible Misconception (s):</b> 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><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>Computer Skills” “History of the Internet” ----- “With a Little Help from My Friends”</p>	<p>“Computer Skills” ----- “With a Little Help from My Friends”</p>	<p>“Computer Skills” “History of the Internet” ----- “With a Little Help from My Friends”</p>	<p>“Sending E-mail” ----- “With a Little Help from My Friends”</p>	<p>“Buying and Selling on the Internet” ----- “With a Little Help from My Friends”</p>
<p><b>Agenda for the Day</b> 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"> <li>▪ Do Now (10 minutes)</li> <li>▪ Review State Standards ( 1 minutes)</li> <li>▪ I can statement(s) 1( minutes)</li> <li>▪ Vocabulary(8) minutes)</li> <li>▪ Whole Group Instruction (8 minutes)</li> <li>▪ Independent Practices (22 minutes)</li> <li>Closure/Exit activity ( 5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (10 minutes)</li> <li>▪ Review State Standards ( 1 minutes)</li> <li>▪ I can statement(s) 1( minutes)</li> <li>▪ Vocabulary(8) minutes)</li> <li>▪ Whole Group Instruction (8 minutes)</li> <li>▪ Independent Practices (22 minutes)</li> <li>Closure/Exit activity ( 5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (10 minutes)</li> <li>▪ Review State Standards ( 1 minutes)</li> <li>▪ I can statement(s) 1( minutes)</li> <li>▪ Vocabulary(8) minutes)</li> <li>▪ Whole Group Instruction (8 minutes)</li> <li>▪ Independent Practices (22 minutes)</li> <li>Closure/Exit activity ( 5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (10 minutes)</li> <li>▪ Review State Standards ( 1 minutes)</li> <li>▪ I can statement(s) 1( minutes)</li> <li>▪ Vocabulary(8) minutes)</li> <li>▪ Whole Group Instruction (8 minutes)</li> <li>▪ Independent Practices (22 minutes)</li> <li>Closure/Exit activity ( 5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (10 minutes)</li> <li>▪ Review State Standards ( 1 minutes)</li> <li>▪ I can statement(s) 1( minutes)</li> <li>▪ Vocabulary(8) minutes)</li> <li>▪ Whole Group Instruction (8 minutes)</li> <li>▪ Independent Practices (22 minutes)</li> <li>Closure/Exit activity ( 5 minutes)</li> </ul>

<p><b>Beginning of Lesson I Do</b></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><b>Middle of the lesson We Do</b></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>Activity A: About the Author and Background (TE &amp; SE</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>Activity B: Concept</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>Activity C: First Read (TE &amp; SE p88) Students Notice, Annotate, Connect, Respond</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:</p> <p>Context: In order to give</p>

Replacement ELA:  
 First Read: What would it be like to settle in a foreign country where the language, the food, and the climate are totally new? Engage students in the meaning and usefulness of the word "foreign." Ask them if they would try to learn the local language and customs and become part of the community, or whether they would be happy to remain a foreigner.

p88) Instruct students to read and annotate about the author and background.,  
 What are the biggest concerns about moving somewhere new? What makes people feel that they belong to their community? Model these questions for students before they read "With a Little Help from My Friends".

Vocabulary (TE & SE p88)  
 Encourage groups to discuss the three concept vocabulary words and share their familiarity or knowledge of each one. Then, ask groups to study the modeling of familiar word parts. Encourage students to look for roots along with context to help them determine the meaning of an unknown word. Notice when concept vocabulary arises throughout the reading of the text, and facilitate framing as outlined in the margins of the Teachers Edition. · proximity; correspondents; interpreter

as they read the selection the first time. Have students perform the steps of the first read independently: · NOTICE: You may want to encourage students to notice the opening image of the selection and the mood it conveys. Also, point out the importance of footnotes in this selection. · ANNOTATE: Remind students to focus on passages of key importance or of particular interest. · CONNECT: Encourage students to go beyond the text to make connections with their own personal experiences or the experiences of someone they know or have heard of through movies or television. · RESPOND: Students will answer questions and write a summary to demonstrate understanding. Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently.

students a clearer understanding of this author and her family, use online maps that show the country of Iran and its location on the Asian continent. Images of the larger cities such as Tehran, its architecture, and common foods of the region will help provide students with a feel for this writer's country.  
 Activity D: Comprehension Check (TE & SE p93)  
 Students complete comprehension questions. The Comprehension Check tests students' comprehension of the reading

<p><b>End of the lesson</b> 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><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>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><b>SPED Modification (s):</b> 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><b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?</p>	<p><b>This is an ESL classroom.</b> 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><b>This is an ESL classroom.</b> 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><b>This is an ESL classroom.</b> 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><b>This is an ESL classroom.</b> 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><b>This is an ESL classroom.</b> 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><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.</p>	<ul style="list-style-type: none"> <li>• Correct response to final close ended questions.</li> <li>• Exit Tickets. Performance on classwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct response to final close ended questions.</li> <li>• Exit Tickets. Performance on classwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct response to final close ended questions.</li> <li>• Exit Tickets. Performance on classwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct response to final close ended questions.</li> <li>• Exit Tickets. Performance on classwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct response to final close ended questions.</li> <li>• Exit Tickets. Performance on classwork.</li> </ul>
<p><b>Corrective Activity (s):</b> 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><b>Extension/Enrichment Activity (s):</b> 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><b>Technology Integration:</b> 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>