

Template for the following:

Science, Social Studies,
CTE, World Languages,
HPELW, Fine Arts,
JROTC



2024-2025 Weekly Lesson Planning Document

Week of Monday, September 2 through Friday, September 6

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)		Everyday Language <ul style="list-style-type: none"> Classroom 	Everyday Language <ul style="list-style-type: none"> Studying 	Everyday Language <ul style="list-style-type: none"> Succeeding in School 	Everyday Language <ul style="list-style-type: none"> A Day at School
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.				
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....		I can use English words to tell the actions my teacher takes in the classroom. I can use words in English that describe how I succeed in school.	I can use English words to describe schools in the U.S., school workers, and levels of school.	I can use English words to describe schools in the U.S., school workers, and levels of school.	I can use English words to describe schools in the U.S., school workers, and levels of school.

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>		<p>Teacher actions may be different from student actions.</p> <p>Taking notes (not a literal movement of notes to some other location)</p> <p>Hand in your test.</p>	<p>Same as previous days for the unit (this is a review series).</p>	<p>Same as previous days for the unit (this is a review series).</p>	<p>Same as previous days for the unit (this is a review series).</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>Reading and Response Exercise</p> <p>“Welcome Newcomers: School Basics: School Levels”</p> <p>Reading and Response Exercise</p> <p>“Welcome Newcomers: School Basics: School Workers”</p>	<p>Reading and Response Exercise</p> <p>“Welcome Newcomers: School Basics” (all parts)</p>	<p>Reading and Response Exercise</p> <p>“Welcome Newcomers: School Basics” (all parts)</p>	<p>Reading and Response Exercise</p> <p>“Welcome Newcomers: School Basics” (all parts)</p>
<p>Agenda for the Day Simple outline of lesson segments or activities that is time stamped.</p> <p>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)

<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>Middle of the lesson We Do</p>		<p>What is the value of going to school? Use sentence frames to describe the value and importance of attending school and arriving to school on time.</p> <p>What kinds of workers can be found in schools? Use sentence frames to describe school workers.</p>	<p>Review survival words: Class Counselor Education Graduate Principal Rule Schedule School Study Teacher</p> <p>*Display the word and definition side of vocabulary cards. Have students copy each word on an index card, and then trace the letters as they say the word. Emphasize proper pronunciation.</p>	<p>Review survival words: Class Counselor Education Graduate Principal Rule Schedule School Study Teacher</p> <p>*Display photo for each word. Have the class name the word presented by the photo and then brainstorm situations where they might use that word.</p>	<p>Review survival words: Class Counselor Education Graduate Principal Rule Schedule School Study Teacher</p> <p>*Have students work with partners. Assign two or three words to each pair. Have partners draw their own pictures for the words and write a sentence using each word. Ask students to share the pictures and the sentences with the class.</p>

<p>End of the lesson You Do</p>		<p>Guided reading questions.</p> <p>Check for understanding by asking close or open ended questions after the lesson has been completed.</p>	<p>School Crossword Puzzle</p>	<p>School Web (graphic organizer)</p>	<p>Compare/Contrast: Middle School or High School?</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>Write a sentence that includes any two words under study. Provide context.</p>	<p>Write a question you have about school in the U.S. Then ask a classmate or your teacher to answer it.</p>	<p>Who do you think helps Juan the most?</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>		<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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>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.
<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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students may use technology to translate newly learned or unfamiliar words and terms.</p>