

Template for the following:

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



# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, August 26 through Friday, August 30*

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

	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.)	Everyday Language <ul style="list-style-type: none"> <li>School</li> </ul>	Everyday Language <ul style="list-style-type: none"> <li>Classroom</li> </ul>	Everyday Language <ul style="list-style-type: none"> <li>Studying</li> </ul>	Everyday Language <ul style="list-style-type: none"> <li>Succeeding in School</li> </ul>	Everyday Language <ul style="list-style-type: none"> <li>A Day at School</li> </ul>
<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.				
<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>	I can identify English words and phrases related to school.	I can identify in English the objects and items I use every day in the classroom.	I can answer in English questions about the things I do with a pen or pencil when studying.	I can use words in English that describe how I succeed in school.	I can use English words to tell the actions my teacher takes in the classroom.

<p><b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?</p>	<p>“Clerk” as in an office worker as opposed to a “store clerk”</p> <p>Main office vs. attendance office vs. guidance office</p> <p>Computer lab versus science lab</p>	<p>Workbook (ok to write in) vs. textbook (not ok to write in)</p> <p>Learner’s dictionary (picture dictionary)</p>	<p>Scrambled sentences in English.</p> <p>Choosing the correct answer: Bubble in your answer; check the correct answer; circle the correct answer; write your complete answer choice.</p>	<p>Taking notes (not a literal movement of notes to some other location)</p> <p>Hand in your test.</p>	<p>Teacher actions may be different from student actions.</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>Reading and Response Exercise</p> <p>“How We Get to School”</p>	<p>Reading and Response Exercise</p> <p>“School”</p>	<p>Reading and Response Exercise</p> <p>“Welcome Newcomers: School Basics”</p>	<p>Reading and Response Exercise</p> <p>“Welcome Newcomers: School Basics”</p>	<p>Reading and Response Exercise</p> <p>“Welcome Newcomers: School Basics”</p>
<p><b>Agenda for the Day</b> 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"> <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</b> 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><b>Middle of the lesson</b> We Do</p>	<p>How do children around the world get to school? How do students in your country get to school? How do students in the United States get to school? <i>Having access to education is a basic human and civil right.</i></p> <p>Vocabulary: principal, classroom, teacher, restrooms, hallway, main office, clerk, cafeteria, computer lab. (Oxford Picture Dictionary)</p>	<p>What is your classroom like? Use sentence frames to describe what your classroom is like.</p>	<p>What kinds of schools are there in the United States? What are the three (3) levels of schools in the United States? Use sentence frames to describe schools in the United States.</p>	<p>What kinds of workers can be found in schools? Use sentence frames to describe school workers.</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><b>End of the lesson</b> You Do</p>	<p>Create a chart that shows the various ways children/students get to school. Check for understanding by asking closed or open ended questions after the lesson</p>	<p>Create a chart that categorizes classroom items used by students versus items used by the teacher versus items used by both. Check for understanding by asking close or open ended questions after</p>	<p>Check for understanding by asking closed or open ended questions after the lesson has been completed.</p>	<p>Check for understanding by asking close or open ended questions after the lesson has been completed.</p>	<p>Check for understanding by asking close or open ended questions after the lesson has been completed.</p>

	has been completed.	the lesson has been completed.			
<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.	Provide students with an exit ticket with one question related to today's lesson.	Provide students with an exit ticket with one question related to today's lesson.	Provide students with an exit ticket with one question related to today's lesson.	Provide students with an exit ticket with one question related to today's lesson.	Provide students with an exit ticket with one question related to today's lesson.
<b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	N/A	N/A	N/A	N/A	N/A
<b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	<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>	<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>	<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>	<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>	<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>
<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.	<ul style="list-style-type: none"> <li>• Correct response to final close ended questions.</li> <li>• Exit Tickets.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct response to final close ended questions.</li> <li>• Exit Tickets.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance on classwork.</li> </ul>	Performance on classwork.	<ul style="list-style-type: none"> <li>• Correct response to final close ended questions.</li> <li>• Exit Tickets.</li> <li>• Performance on classwork.</li> </ul>
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	Identify the misconception. Provide 1:1. Allow student another opportunity to master.	Identify the misconception. Provide 1:1. Allow student another opportunity to master.	Identify the misconception. Provide 1:1. Allow student another opportunity to master.	Identify the misconception. Provide 1:1. Allow student another opportunity to master.	Identify the misconception. Provide 1:1. Allow student another opportunity to master.

<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.</p> <p>Have student write brief sentences on schools around the world, in their home country, and in the United States.</p>	<p>Provide extension of the lesson with a richer text.</p> <p>Have students identify parts of the text and name items in the pictures using featured vocabulary.</p>	<p>Provide extension of the lesson with a richer text.</p> <p>Provide sentence stems for students to complete using words from the vocabulary list.</p>	<p>Provide extension of the lesson with a richer text.</p> <p>Have students identify items not previously listed in the classroom to label.</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><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.</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>	<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>