

Template for the following:

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



# 2024-2025 Weekly Lesson Planning Document

## *Week of Monday, August 19<sup>th</sup> through Friday, August 23<sup>rd</sup>*

**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>Meeting and Greeting</li> <li>Personal Information</li> </ul>	Everyday Language <ul style="list-style-type: none"> <li>Classroom</li> <li>Studying</li> </ul>	Everyday Language <ul style="list-style-type: none"> <li>Succeeding at School</li> <li>A Day at School</li> </ul>	Everyday Language <ul style="list-style-type: none"> <li>Everyday Conversation</li> <li>Weather</li> </ul>	Everyday Language <ul style="list-style-type: none"> <li>Weather</li> <li>The Telephone</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, and viewing.				
<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 meet and greet individuals using every day English words and phrases.	I can complete a form requiring personal information when presented in English.	I can list school related places and titles such as "principal" and "hallway" in English.	I can label classroom objects in English.	I can recognize and respond to common instructional commands when printed in English.

<p><b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?</p>	<p>Time of day misconceptions. When greeting. "Tardes" and "Noches" "Afternoon" and "Night" may require deeper explanations due to the use of buenas noches primarily being used before rather than simply at night in American English vernacular.</p>	<p>The word list contains the word "spell" when used alone translator automatically to translate to "hechizo" which means to cast a spell or enchant. Teacher will need to pre inform students that the word "spell" in the lessons context is more akin to "deletrear" which means to verbally list the letters in a word within sequence.</p>	<p>There are no perceived misconceptions anticipated for this lesson. Task should be modeled and explained if any misconceptions appear teacher should swiftly clear up misconceptions demonstrating the process through thinking aloud the process and explaining in greater detail.</p>	<p>When the activity entails for students to "circle" the correct response teacher should explain to ELL's who's first language is Spanish the the task requires them to enclose within a circle the correct answer. Simply using the word "circulo" the correct answer often leads to confusion. Proper phrase, "encierra en un circulo."</p>	<p>The vocabulary on this day may need to pre-taught a day in advance before students delve into the activity. Many of the words contain differing or double meanings within the students in this ELD's class first language.</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  "Nice to meet you"</p>	<p>Reading and Response Exercise  "Personal Information"</p>	<p>Reading and Response Exercise  "Flag of the United States"</p>	<p>Reading and Response Exercise  "ESL Student Picture Dictionary"</p>	<p>Reading and Response Exercise  "ESL Teacher"</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 minute)</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 minute)</li> <li>▪ Unload 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 minute)</li> <li>▪ I can statement(s) (1 minute)</li> <li>▪ Unload 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 minute)</li> <li>▪ I can statement(s) (1 minute)</li> <li>▪ Unload 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 minute)</li> <li>▪ I can statement(s) (1 minute)</li> <li>▪ Unload 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> <b>I Do</b></p>	<p>Begin with a number of meetings and greetings. Teacher will model bowing, smiling, waving hand, shaking hands, and saying hello, good morning, how are you? . . . good to see you etc. and ask students to guess what she is doing. Once students reply, direct students to proper page in book and begin discussing what it means to meet and greet and how it is done in English and American culture. Engage students by asking about popular formal and informal ways of greeting from their native country.</p>	<p>Engage students by projecting or providing printed materials or manipulatives of objects within the lesson and within the word lists.</p> <p>Provide students with all needed materials for the lesson e.g. books, manipulatives, links, and websites.</p> <p>Further Engagement: Circulate a number of real applications in the room or show pictures of applications online. These include applications for jobs, extracurricular activities, college, and financial aid.</p> <p>Teacher should identify two recurring labels across applications and model completion.</p>	<p>Engage students by projecting or providing printed materials or manipulatives of objects within the lesson and within the word lists.</p> <p>Provide students with all needed materials for the lesson e.g. books, manipulatives, links, and websites.</p> <p>Further Engagement:</p>	<p>Talk about today's weather and the weather on previous days this week.</p> <p>Engage students by projecting weather and climate photos or providing printed materials. Hold up an umbrella ask students to describe what the weather would be like on a day requiring an "umbrella"</p> <p>Provide students with all needed materials for the lesson e.g. books, manipulatives, links, and websites.</p>	<p>Write a list of common academic commands on the board and beside it respond to the command. For example, Name: Ms. Doe</p> <p>Engage students by projecting or providing printed materials or manipulatives of objects within the lesson and within the word lists.</p> <p>Provide students with all needed materials for the lesson e.g. books, manipulatives, links, and websites.</p>
<p><b>Middle of the lesson</b> <b>We Do</b></p>	<p>Use spinner to select a few students in class to choose a person to greet. Ask students to choose a manner in which to greet a classmate. Allow students to meet and greet within the classroom to demonstrate how it is done. Ask student which greetings are seen less typically in America e.g. bowing.</p>	<p>Have students identify what are the common items on an application e.g. "Name", Address, "Phone Number."</p> <p>Allow student to demonstrate how they believe the items should be completed.</p>	<p>Ask students what parts of the school they have been to today? Let them know it is ok to respond in their first language if need be. Ex. "pasillo" for hallway.</p>	<p>Allow students to feel waterproof material that of a rain jacket or coat or project a photo and describe the feel and texture. or manipulatives of objects within the lesson and within the word lists.</p> <p>Allow students to talk about what they like to wear when the weather is very hot, e.g. shorts, flip flops. Ask students to discuss what they do when it is rainy outside, how do they dress . . .</p>	<p>Allow a few students to respond to the written commands on the board have other respond to the written response at the same time on paper.</p>

				How do they feel. Allow students to respond openly within class and with peers. Allow some to respond in their first language.	
<b>End of the lesson</b> You Do	Check for understanding by asking close ended questions after the lesson has been completed.	Check for understanding by asking close ended questions after the lesson has been completed.	Check for understanding by asking close ended questions after the lesson has been completed.	Check for understanding by asking close ended questions after the lesson has been completed.	Check for understanding by asking close ended questions after 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</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>

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<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.
<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?	Provide extension of the lesson with a richer text.  Have student write brief sentences on meetings and greetings.	Provide extension of the lesson with a richer text.  Have students identify parts of their textbook and how the parts aid in the process of studying.	Provide extension of the lesson with a richer text.  Provide sentence stems for students to complete using words from the vocabulary list.	Provide extension of the lesson with a richer text.  Have students identify items not previously listed in the classroom to label.	Provide extension of the lesson with a richer text.  Provide students access worksheets with explicit instructional commands for extension and/or enrichment of learning.
<b>Technology Integration:</b> How will the students use technology to help them master the objective.	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.	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.	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.	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.	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.