Westside High School Lesson Plan Template

Teacher Name		Unit Name	Cycle 4 Week 2
Course	ESOL 1	Dates	1/17-20

Monday	**Daily Objective: <u>HOLIDAY</u>** **Agenda with Approximate Time Limits:** What activities will your students do? 　　1.　　Do Now (5-7 minutes) 　　2.　　Direct Instruction (15-20 minutes) 　　3.　　Guided Practice (up to 20 minutes) Read aloud paragraphs 1-3 and demonstrate how to annotate the descriptions about a future world. 　　4.　　Exit Ticket (up to 5 minutes) **Formative Assessment:** Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc. **Modifications:** Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc. **Intervention:** Students will be provided with support based on individualized education plans and 504 modifications. Students will also be provided support based on the teacher's in class observation. **Extension:** SummitK12 **Follow-Up/Homework:** Independent Reading
Tuesday	**Daily Objective:** I can identify the characteristics of a science fiction text. I can orally explain the features of a genre using sentence stems. I can show understanding of text read using annotations. **Agenda with Approximate Time Limits:** 　　1.　Do Now (5-7 minutes) Show image of tree and tell students to take a look at the image and make note of how to describe the tree. Ask students to imagine living in a world without trees. What would the world look like without trees? How will the world be different without trees? 　　　　3.　　Direct Instruction (15-20 minutes) Show the video science fiction genre and then hand out/display What is Science Fiction handout. Have students stop and think about the following question: How different could the setting be in science fiction texts? Use thinking partners to have students share responses. Display the guiding question for the unit and discuss its meaning: How do our

	current experiences help us understand the future of the world? Introduce the read aloud text Autumntime 4. Guided Practice (up to 20 minutes) Read aloud paragraphs 1-3 and demonstrate how to annotate the descriptions about a future world. 5. Exit Ticket (up to 5 minutes) What is the difference between the world we live in today compared to what was described in the story? **Formative Assessment:** Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc. **Modifications:** Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc. **Intervention:** Students will be provided with support based on individualized education plans and 504 modifications. Students will also be provided support based on the teacher's in class observation. **Extension:** SummitK12 **Follow-Up/Homework:** Independent Reading
Wednesday/Thursday	**Daily Objective:** I can identify the characteristics of a science fiction text. I can orally explain the features of a genre using sentence stems. I can show understanding of text read using annotations. **Agenda with Approximate Time Limits:** 1. Do Now (5-7 minutes) Frayer Model using vocabulary words 2. Direct Instruction (15-20 minutes) Show students the Unit 4 Text Set. Explain that they need to get with a reading partner, select a text they can understand, Look for descriptions within the text that makes you visualize a setting that is in the future. Annotate by highlighting or writing notes on the side. 3. Guided Practice: (up to 20 minutes) Think about what a future world looks like. Describe how different a future world looks like compared to the one we live in right now. 4. Exit Ticket (up to 5 minutes) 5. **Formative Assessment:** Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc. **Modifications:** Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc. **Intervention:** Students will be provided with support based on individualized education plans and 504 modifications. Students will also be provided support based on the teacher's in class observation. Extension: SummitK12

Westside High School Lesson Plan Template

	Follow-Up/Homework: Independent Reading
Friday	**Daily Objective:** I can identify elements of non-linear plot development. I can speak clearly to share ideas using sentence stems.

Agenda with Approximate Time Limits:

1. Do Now (5-7 minutes) Frayer Model with vocabulary word
2. Direct Instruction (15-20 minutes) Review/teach elements of a plot. Show class this [video](#) and talk through questions and answer about the plot together. Display sentence stems on screen/board. Explain to students that the creator of the story in the video used a chronological sequence of events, or it was told in an order as it occurred.
3. Guided Practice (up to 20 minutes) Show the video [Linnear Vs Non-Linnear plot](#). Introduce non-linnear plot using the following [slides.](#) Summarize the difference between linear and non-linear plot development and why authors may choose to use different story structures.
4. Exit Ticket (up to 5 minutes) Why do authors use a non-linear plot?

Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.
Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.
Intervention: Students will be provided with support based on individualized education plans and 504 modifications. Students will also be provided support based on the teacher's in class observation.
Extension: SummitK12
Follow-Up/Homework: Independent Reading