<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Unit Name</th>
<th>Cycle 4 Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ESOL 1</td>
<td>1/17-20</td>
</tr>
</tbody>
</table>

### Monday

**Daily Objective:** **HOLIDAY**

**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?
2. 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

<table>
<thead>
<tr>
<th>Wednesday/Thursday</th>
<th>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.</th>
</tr>
</thead>
</table>

**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)

**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
<table>
<thead>
<tr>
<th>Follow-Up/Homework: Independent Reading</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>Daily Objective: I can identify elements of non-linear plot development. I can speak clearly to share ideas using sentence stems.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Agenda with Approximate Time Limits:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Do Now (5-7 minutes) Frayer Model with vocabulary word</td>
</tr>
<tr>
<td></td>
<td>2. Direct Instruction (15-20 minutes) Review/teach elements of a plot. Show class this <a href="#">video</a> 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.</td>
</tr>
<tr>
<td></td>
<td>3. Guided Practice (up to 20 minutes) Show the video <a href="#">Linear Vs Non-Linear plot</a>. Introduce non-linear plot using the following <a href="#">slides</a>. Summarize the difference between linear and non-linear plot development and why authors may choose to use different story structures.</td>
</tr>
<tr>
<td></td>
<td>4. Exit Ticket (up to 5 minutes) Why do authors use a non-linear plot?</td>
</tr>
</tbody>
</table>

**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