

WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

2024- 2025 Lesson Plan Template

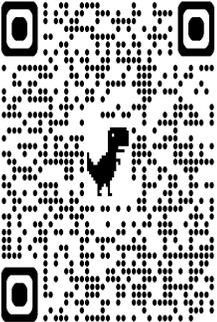
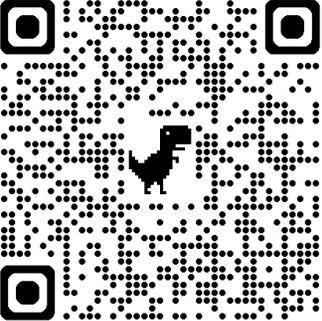
Teacher: **Mrs. MAYFIELD**

Subject: **ESOL**

Week of:	Monday	Tuesday	Wednesday / Thursday	Friday
<p>January 5, 2025 - January 11, 2025</p> <p>TEKS HAPPY NEW YEAR !</p> 	<p>Monday January 6, 2025</p> <p>Not Applicable HAPPY NEW YEAR !</p> 	<p>Tuesday January 7, 2025</p> <p>9.9. D i, 9.7 D, 9.9 D iii, 9.10 A</p> 	<p>Wednesday / Thursday January 8 , 2025 / January 9, 2025</p> <p>9.9 D iii, 9.10 A ELPS 5 E</p> 	<p>Friday January 10, 2025</p> <p>ELPS 4 A, ELPS 5 E 6.19 A, 6.19 C 7.10 D, 7.11. Di, 8.10</p> 
<p>Learning Objective</p>	<p>PROFESSIONAL</p>	<p>SWBAT summarize the</p>	<p>SWBAT engage in a</p>	<p>SWBAT continue working</p>

	<p style="text-align: center;">DEVELOPMENT DAY</p> <hr/>	<p style="text-align: center;">controlling idea in a reading // text.</p> <hr/>	<p style="text-align: center;">Noun - Setting</p> <ul style="list-style-type: none"> - Verb activity before writing a Short - Constructed - Response. (Make inferences to write a short - constructed - response) Next, students will begin working on <p style="text-align: center;">The Foundational Skills assignments found on The Foundational Skills tab on SUMMIT K - 12.</p> <p>Once all students have completed all sections of The Foundational Skills section, they must begin working on the READING & WRITING</p> <ul style="list-style-type: none"> - TEKS EDITING tab on SUMMIT K - 12. <hr/> <p style="text-align: center;">MAKE INFERENCES,</p> <p style="text-align: center;">ANALYZE IMAGES,</p>	<p style="text-align: center;">on Reading and Writing on SUMMIT K 12.</p> <hr/>
	<p style="text-align: center;">INFORMATIONAL</p>	<p style="text-align: center;">INFORMATIONAL</p>		<p style="text-align: center;">APPLY</p>

			<p>WRITE A</p> <p>SHORT – CONSTRUCTED –</p> <p>RESPONSE</p> <p>Assignment:</p> <p>NSV - Noun, Setting, Verb</p> <p>T to review NSV hand - out from last December 2024 for students to write a Short Constructed Response (SCR) about either Image # 1 or Image # 2.</p> <ul style="list-style-type: none">- See Image Inferencing Short - Constructed Response Hand - out- See Short - Constructed Response Rubric	
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			  <ul style="list-style-type: none"> - Watch SCR video - https://youtu.be/wB3F8by2PQ4?si=hEgPO9o08LeMSs61 	
<p>Higher Order Thinking Questions</p>	<p>A) What would make a parent decide to</p>	<p>A) What is the difference between</p>	<p>A) What assumptions can you make about</p>	<p>A) What is the purpose of punctuating</p>

	<p>abandon his or her child / children ?</p> <p>A parent: a mother or a father might abandon his child or children because _____ .</p> <p>B) Everyone can feel lonely in his or her life.</p> <p>Name _____ reasons why a person would feel lonely.</p> <p>A person would feel lonely because _____ .</p>	<p>To infer and an inference ?</p> <p>B) What is the purpose of punctuating sentences correctly ?</p>	<p>the people, objects, or setting in the image? Are these assumptions based on evidence from the image or prior knowledge?"</p> <p>B) Looking at Image #2, what do you predict will happen next?</p>	<p>phrases correctly ?</p> <p>B) Transform a list of bullet points into a cohesive paragraph, using different sentence structures to connect the ideas smoothly. Discuss the impact of your structural choices on the flow and clarity of the paragraph.</p>
<p>Agenda</p>	<p>1) DO NOW: Copy:</p> <p>ORPHAN</p> <p>A What is an</p>	<p>1) DO NOW: Ponder</p>	<p>1) DO NOW: Think of the</p> <p>Coordinating Conjunctions,</p> <p>FANBOYS</p>	<p>1) DO NOW: Go to</p> <p>SUMMIT K - 12 quietly. Start doing the assignments that have not been completed on The</p>

orphan?

B An orphan is _____ .

C Where does an orphan live?

A An orphan is a child with no mother or no father. A child who does not have parents.

B An orphan lives in an _____ orphanage

Total Physical Response

STEP 1:

What is a verb ?

A verb is _____ .

For example, Nilofar **helps** her mother **fold** the laundry.



What makes **orphans** more prone to having a **low self - esteem** ?

_____ make orphans more prone to having **low self - esteem**.

Orphans are prone to having **low self - esteem** because _____ .

Images of Orphans:

A (One orphan)



Which three do you think are used the most ?

One minute timer

[▶ 1 Minute Timer Amo...](#)

MRS # 1 Whiteboard

2) **Write your answer**

About

F A N B O Y S

On your Whiteboard

(Thirty Second Timer),

T to say, "Time's Up /

Expo markers down"

FOUNDATIONAL SKILLS and READING & WRITING TEKS EDITING SKILLS.

Helps is an **action verb** conjugated in the Third Person Singular and **Fold** is an **action verb** conjugated in the Third Person Singular.

STEP 2: Show it.

Show your table partners an example of a verb:

If you chose **run**, then show the action of running in place.



MRS # 1 Quick Write

Write a sentence using an action verb.

(Two minutes)

[▶ 2 Minute Christ...](#)

MRS # 2



B Four or Five Orphans



C Many orphans



Followed by,

“When I say, ‘ 3 - 2 - 1 GO !’ ,

Raise your whiteboards high for your classmates to see. “

Thirty - second timer

[▶ 30 Second Timer Bo...](#)

T to remind students that **FANBOYS** is an acronym for

For, And, Nor, But, Or, Yet, So

3) Read, “Orphans’ Lonely Beginnings Reveal How Parents Shape A Child’s

4) (Two minutes)

5)

6) [▶ 2 Minute Chri...](#)

7)

8)

TURN AND TALK

Student A: Read your sentence aloud to your partner.

(Thirty seconds)
▶ 30 Second Timer

Student B: Read your sentence to your partner.

T: “Nice work. Now, all students - all As and all Bs clap twice if you truly did write an **action verb** in your sentences.”

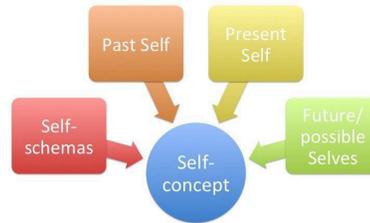
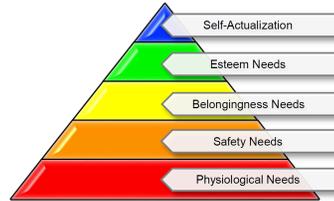
A verb is the action or state of being part of a sentence.

MRS # 4 ORAL CHORAL

LEARNING OBJECTIVE:

SWBAT understand New meaning of the word Orphan.

D SELF - ESTEEM



E LOW SELF - ESTEEM

Students Will Be Able to recall what a Controlling idea is so that they will be able to identify it in a story revolving around the orphan theme.

Annie Sentence Stems:

1) The girls were wearing_____ .

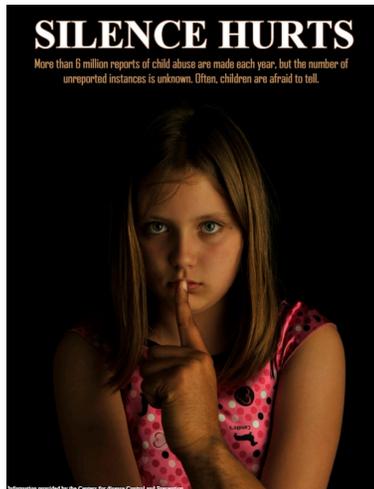
(Use **Nouns** to name what the girls shown in the video where wearing).

OR

2) Their clothing looked

_____ .

3) Write what the girls were doing. Use **Action Verbs**.



2) Activate Prior

	<p>The girls were _____ .</p> <p>1) The girls' clothes were old and raggedy.</p> <p>The clothing was torn or ripped.</p> <p>2) Their clothing looked torn, simple, and unfashionable.</p> <p>3) The girls were</p> <p>Dancing, cleaning, singing, Washing the dishes, washing the windows, sweeping the floors and mopping the floors.</p> <p>KEY VOCABULARY</p> <p>Orphan</p> <p>Orphanage</p> <p>Controlling Idea</p> <p>Lonely</p>	<p>Knowledge</p> <p>Copy the sentence stem and fill - in the blank.</p> <p>What does infer mean?</p> <p>To infer is to _____ .</p> <p>It is a verb and an example of to infer</p> <p>is , "From the frown on Juan's face, I could infer that he was unhappy." GO To SLIDE # 15:</p> <p>Infer and Inference on the H.I.S.D. Slide Deck.</p> <p>3) MRS # 1 Quick Write</p> <p>Write a sentence using infer.</p> <p>Record yourself reading your INFER sentence on Vocaroo.com</p> <p>(Two minutes)</p> <p>▶ 2 Minute Timer Bom...</p> <p>4) MRS # 2</p> <p>TURN AND TALK</p>		
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**Student A: Read
your
sentence aloud to your
partner.**

**(Thirty seconds)
▶ 30 Second Timer**

**Student B: Read
your
sentence to
your partner.**

**T: “Nice work. Now, all
students - all As and all
Bs clap twice if you truly
did write INFER in your
sentences.”**

4) **T** to read aloud the
story found on
CommonLit.com,

Students listen and be
ready to answer C.F.U.s .

**5) MRS # 4 ORAL
CHORAL**

T to read the controlling
idea in paragraph 1
and students to echo.

Next, students to read
aloud to their table

		<p>partners to identify the controlling idea thereafter. (Collaboration)</p> <p>6) T to read and identify the controlling idea in the next passage. T to guide students in identifying the controlling idea.</p> <p>Students to work independently. Students to work on The Houston Independent School District's D.O.L.</p>		
Demonstration of Learning	<p>Based on students' acquisition of new words, they will have a better comprehension of the story, "Orphans Lonely Beginnings" and will be able to respond to Reading Comprehension Questions with eighty - percent accuracy.</p>	<p>Given a text, students will summarize the controlling idea with at least eighty - percent accuracy.</p>	<p>Given a text, students will make inferences about an image that they have already viewed, analyzed, and discussed in class, in order to write a Short - Constructed Response first draft. Based on students' entire review of The Fundamentals of The English Language by way of digital platform SUMMIT K 12, students are preparing to meet their TELPAS goals with eighty - percent accuracy.</p>	<p>Based on the students' continued practice on the differentiated sections of The SUMMIT K - 12 platform, students will build on what they know when doing FOUNDATIONAL SKILLS - SETS: Distinct Sounds, Antonyms, and Synonyms, with at least eighty - percent accuracy. Students will prepare for TELPAS by way of Summit K - 12 modules and tasks.</p>
Intervention &	Visual Aids, Chunking	Visual Aids, Chunking	Assign Advanced Beginner	Ample time to quietly work

<p>Extension</p>	<p>Extension, Extra Time</p>	<p>Extension, Extra Time</p> <p>EXTENSION ACTIVITY:</p> <p style="text-align: center;">Short - Constructed Response</p> <p>Write a seven sentence paragraph about a time when you felt lonely. Did you feel like a Romanian orphan that you read about yesterday and today. Cite evidence from the passage to connect to the emotions that you felt.</p> <p>→ Where were you ? → How old were you? → What happened ?</p> <p>Answer in complete sentences using as much detail as you can.</p>	<p>partners with Low Beginner learners. Student Say Back (Teach Back)</p>	<p>on SUMMIT K - 12 assignments, headphones</p>
<p>Resources</p>	<p>YouTube  ANNIE (1982) - "...</p>	<p>"Orphans' Lonely Beginnings Reveal How Parents Shape A Child's Brain" (CommonLit.com)</p>	<p>Noun - Setting - Verb (N - S - V) hand - out, Lined paper, Short - Constructed Response rubric, digital platform - SUMMIT K 12</p>	<p>Digital platform - SUMMIT K 12</p>