**2024- 2025 Lesson Plan Template Teacher: MRS.  MAYFIELD Subject:   ESOL**

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| **Week of:**  **November   3,   2024**  **-**  **November  9,  2024** | **Monday**    **November  4 , 2024** | **Tuesday**  **November 5,**  **2024** |  |  | **Wednesday**  **November 6,  2024**    **November 7, 2024** | **Friday**  **November 8, 2024** |
| **TEKS**    **H.I.S.D. Slides** | **9.3 A, 9.7 D**  **ELPS 1 A, 1 C** | 9.9 Di        **ELPS 1 B, 1 C** |  |  | **9.6 F, 9.7 C**          **ELPS C 1 E** | **ELPS: 42,43**  **4 F,  4 I,**  **4 j**      **ELPS C 3,**  **ELPS  C 4**  **SUMMIT**  **K - 12**  **FOUNDATIONAL**  **SKILLS** |
| **Learning Objective** | **SWBAT**  validate                  word                  meaning                  in order to                 summarize                 the                 controlling                 idea.      **KEY VOCABULARY** | **SWBAT**   identify                   and                   analyze the author’s purpose through multiple organizational patterns within a text    **DO NOW: (3 minutes)**  [⌛ 3 minute timer with music🎵latin funk style music for 180 seconds](https://youtu.be/6QBu0y4R2Dw?si=OM8leA3TBXX5Vkeh) | | | LO: SWBAT make inferences and use text evidence to support a comprehensive response | |
| **Higher Order Thinking Questions** | **A How does Maria’s changing attitude emphasize the theme of the short story?**  **B Can you think of a time when knowing a word's meaning changed the way you interpreted a message?** |  |  |  | DOL: Given a text, students will make inferences and use text evidence to support a comprehensive response, with at least 80% accuracy. | |
| **Agenda** | 1. **DO NOW**   **FIve minutes**  [**4K 5 Minute Timer - Blooming Flowers with Relaxing Music**](https://youtu.be/CCMSb3xaSeY?si=xDH-KxIG8s4K7UbA)  **Activity: Display (2 sentences). Include a few challenging words highlighted.**  **Instructions: Ask**  **students to write down what they think each highlighted word means based on context clues in the sentences.**  **Goal: Activate prior knowledge and set the stage for word meaning validation.**  **Students:**  **STEP 1**  **Copy these sentences.**  **STEP 2**  **Highlight challenging VOCABULARY WORDS.**  **STEP 3**  **Using context clues, write down what you think these words mean.**  **After she argues with her father about it, he reluctantly allows her to stay behind. Feeling guilty about the argument, Maria worries about her family the entire time and doesn’t enjoy being at home alone.**  **Teacher Modeling**  **Go over the highlighted words and students’ guesses. Validate or correct their responses.**  **Summarization: Explain how understanding these words contributes to grasping the main idea of the passage. Summarize the passage aloud, emphasizing the controlling idea.**  **MRS**  **GUIDED PRACTICE**  **Validate the meanings using context clues and resources (e.g., dictionaries).**  **Write a brief summary of the text, including the controlling idea.**  **H.O.T.**     1. **Read,**   **Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature Is**  ***(An adapted version)***  By: Brianna Elliot  **MRS**  **H.O.T.**     1. **Annotate the story above.**   **MRS**  **INDEPENDENT PRACTICE**   Individually, students will:  Validate word meanings using context clues and resources.  Write a summary of the text, ensuring to include the controlling idea.  **MRS**  **EXIT TICKET** | 1. **DO NOW**   **STEP 1**  Copy the question.  **STEP 2**  Copy the sentence starter.  **STEP 3**  Answer the question.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Two minutes for **STEP 1**  [**2 Minute Timer**](https://youtu.be/4xG2aJa6UyY?si=e_1lRXWBuinCSBKh)  Think about a time when someone wrote something that made you feel a certain way (happy, angry, excited).  What do you think their purpose was? Share your thoughts.  **STEP 2**  [**2 Minute Timer - Clean and Simple**](https://youtu.be/AD7xZnN7YK0?si=o0kqfyA1ycd5QKwO)  **T example**  **When my father wrote a note, “Je t’aime Ma Petite Papillon” and gave me chocolates to the Valentine’s Day Dance, I felt loved.**  Your turn….  A time when I felt \_\_\_\_\_\_\_\_  was when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  **STEP 3**  [**2 Minute Timer - Clean and Simple**](https://youtu.be/AD7xZnN7YK0?si=o0kqfyA1ycd5QKwO)  Write your complete sentence by copying the sentence starter and filling - in the blanks.  **MRS**  **Teacher Modeling**  Introduce the concept of author’s purpose (to inform, persuade, entertain, etc.).  Explain different organizational patterns (chronological, cause and effect, problem and solution, compare and contrast).  I.e.  “Growing Up” by Jessica Mc Birney is an argumentative text.  “Growing Up” by Gary Soto is a realistic fiction Narrative text.  **T** to model how      to identify the author’s purpose and organizational pattern.  **MRS**  GUIDED PRACTICE  Work together to identify the author’s purpose and the organizational pattern.  Ask guiding questions, such as:author’s purpose?”  “Which organizational pattern do you see? How does it support the purpose?  INDEPENDENT PRACTICE  Students to  read,  **“Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature Is”**  ***(An adapted version)***  By Brianna Elliot  **MRS** |  |  | **DO NOW** |  |
| **Demonstration of Learning** | Given a text, students will validate word meaning in order to summarize the controlling idea, with at least 80% accuracy. | Given a text, students will identify and analyze the author’s purpose through multiple organizational patterns within a text, with at least 80% accuracy. |  |  |  | By way of a digital platform that aids in The  Building Blocks  of The Fundamentals of  English, students practice Writing to achieve **TELPAS FOUNDATION SKILLS** Benchmarks. |
| **Intervention & Extension** | **INTERVENTIONS:**  **IMAGE 1**     * **If this visual could talk, it would tell me \_\_\_\_\_\_\_.** * **Analyze the setting – Three important words in the setting of this picture are \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_\_**   **because \_\_\_\_\_\_\_\_\_\_.**  **IMAGE  2**     * **If this visual could talk, it would tell me \_\_\_\_\_\_\_.** * **Analyze the setting – Three important words in the setting of this picture are \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_\_**   **because \_\_\_\_\_\_\_\_\_\_.**  **EXTENDED LEARNING**  **Compare and Contrast Image 1 to**  **Image 2.**    **EXTENSION:**    **​**  **Upload**  **Vocaroo - The premier voice recording service.**  **Go to VOCAROO.com**  **And record your DO NOW answer.**  **Then e - mail it to your Guardian or Parent.**  [**www.Vocaroocom**](http://www.vocaroocom) | **INTERVENTIONS:**  Give students more COMMA USAGE practice.  Instruct them to go to QUILL.org  To practice Verb Tenses and Comma Usage  Accommodations     Allot extra       time to      complete assignments.   Digital dictionaries.  *Oxford Picture*  *Dictionary*    One - on - One          Time with the              Teacher   * **If this visual could talk, it would tell me \_\_\_\_\_\_\_.** * **Analyze the setting – Three important words in the setting of this picture are \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_\_**   **because \_\_\_\_\_\_\_\_\_\_.**  **EXTENDED LEARNING**  **Compare and Contrast Image 1 to**  **Image 2**  **Then record your answer on Vocaroo.com**  **and send it to me.** |  |  | **INTERVENTIONS:**    Once Classwork has been completed, students to either work on **Learning Chocolate -**  **(ELDA Newcomers)**  **OR**  **SUMMIT K - 12**  **(ESOL I, II)**          Individual assistance on the       digital platform **Summit K-12 .** | **INTERVENTIONS:**     Instruct students to focus on  **FOUNDATIONAL**  **SKILLS.** |
| **Resources**  Pencils  Blue or Black ink pens  Highlighters | Whiteboards and         markers  Printed  Argumentative Main Idea and Cited Evidence worksheet  Sentence Starters | Transition Words Handout  Short Constructed Responses for Argumentative Writing |  |  |  | Lap - tops |