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

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| **Week of:**  **October 27th, 2024**  **-**  **November 2, 2024** | **Monday**    **October 28th , 2024** | **Tuesday**  **October 29th,**  **2024** |  |  | **Wednesday**  **October 30th, 2024**  **October 31st, 2024** | **Friday**  **November 1st, 2024** |
| **TEKS**  **H.I.S.D. Slides** | **9.11C, 9.11Di,**  **9.11Dvii**  **ELPS 1 A, 1 C** | **9.11C, 9.11Di,**  **9.11Dix**    **ELPS 1 B, 1 C** |  |  | **9.11Dvii**      **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** edit and  revise  drafts for  controlled  and  effective  sentences.    **KEY VOCABULARY**   1. **Analyze** 2. **Author** 3. **Conclude** 4. **Decipher** 5. **Details** 6. **Determine** 7. **Evaluate** 8. **Infer** 9. **Inference**   **NEW**  **VOCABULARY**   1. **Fiction** 2. **Explicit** 3. **Implicit** 4. **Descriptive**   **Language**   1. **Mood** 2. **Syntax** 3. **Tone** | **SWBAT** edit draft  for comma  and colon  usage.  **T** to explain that  when listing three  or more nouns in a  sentence,  students must add  a comma.  In example, I went to ***Fiesta*** grocery store to buy avocados, tomatoes, onions, jalapenos, cheese, ground beef, and milk. Of course the **Teacher** will show images of these items. **DO NOW: (3 minutes)** [⌛ 3 minute timer with music🎵latin funk style music for 180 seconds](https://youtu.be/6QBu0y4R2Dw?si=OM8leA3TBXX5Vkeh)    **Daily Editing**  **Paragraph:**  **Comma Usage**  **T to hand students a copied paragraph from the Teacher’s book,**  ***Daily Editing Paragraph*** and students will make corrections.  Once the three minute timer has sounded, **T** will make corrections on the Docu Cam to display or show the corrected paragraph to students.  [2 Minute Timer](https://youtu.be/4xG2aJa6UyY?si=glTgtsd25SM02_5N)  Using a colored map pencil or colored pen, students will make their corrections as needed. | | | **SWBAT**  edit drafts for  appropriate verb tense  and  pronoun-antecedent  agreement.  **T** to play the song, “La Bamba”  By Ritchie Valens  This song was in the story,  “Growing Up” by Gary  Soto.      [RITCHIE VALENS-LA BAMBA](https://youtu.be/Coy8Hoa1DNw?si=owgC91wh9XAUcDhq)  **DO NOW**  [Westside High School pep rally (2016)](https://youtu.be/zBZej4yobPU?si=xFyq3Nbl4etpcXB6)  **Turn and Talk:**  **Student A: Are you going to Homecoming**  **?**  **Student B: What is Homecoming ?**  **Student A: It is a school celebration that**  **brings together students, alumni, and the community to celebrate school spirit for the clubs and athletic teams at school. It happens in October, and includes a football game, a parade, a pep rally, and a dance.**  **Student B: Yes, that sound**  **exciting !**  **Thank you for**  **inviting me.** | **SWBAT use**  **multi -**  **modal**  **tools to**  **perform**  **tasks**  **while**  **Connecting**  **To Literacy**  **via**  **Listening & Speaking,**  **&**  **Foundational Skills of English**  assessments. |
| **Higher Order Thinking Questions** | 1. **Why is it important to provide evidence when stating your opinion?”** 2. **“How might you convince someone who disagrees with you?”** | 1. When a person says that one thing is better than something else, what makes the claim stronger when arguing his or her point? 2. What do you find challenging about arguing a point?   Help students write or copy sentence stems. |  |  | 1. **How can one’s identity be discovered by making**   **difficult choices and staying true to oneself?**   1. What hardships have you   overcome as you have been growing - up ?      [Autumn 2 Minute Fall Timer with Calming Music 🍂 and Alarm at End](https://youtu.be/Xpi4ay2RCvw?si=N7BK2Mn0zX57LGJr)  Image # 1  **T What is this ?**  **Followed by Teacher**  **Think Aloud Narration.**  **T What is this ?**  **Followed by Teacher**  **Think Aloud Narration.**  **T What is this ?**  **Followed by Teacher**  **Think Aloud Narration.**  **T What is this ?**  **Followed by Teacher**  **Think Aloud Narration.**  **T What is this ?**  **Followed by Teacher**  **Think Aloud Narration.**  **Teacher to ask Higher Order Thinking Questions.**  EXTENSION:  Have any of your family members or friends suffered from poor health due to chemical poisoning or excessive heat ?  What is a solution to prevent these adverse effects in the future ?    [3 Minute Countdown Timer for Fall - Relaxing Piano Music](https://youtu.be/ebjpb3HMXcQ?si=9584qmv90onlqN5v) |  |
| **Agenda** | **DO NOW:**On the CLEVER BOARD, students will see such *“Growing Up” by Jessica McBirney was more interesting than* “*Growing Up*” by Gary Soto.  AND  “Growing Up” by Gary Soto was much better to listen to and read than Jessica McBirney’s “Growing Up” **Prompt:** Ask students to write one sentence agreeing or disagreeing with the statement and give one reason for their choice.  1. **Fiction** 2. **Explicit** 3. **Implicit** 4. **Descriptive**   **Language**  **5, Mood**  **6. Syntax**  **7. Tone**  **Tell students who were absent on Friday or who did not pass the Vocabulary Exam that they will have to study and Re - Take the Exam on Friday.**  3)  **MRS**  4) **T to p**ass -  Out  Argumentative Main Idea Graphic Organizer to students. They will write down the main idea of each paragraph and then cite evidence for their rationales for why they chose \_\_\_\_\_ as the main idea.  Today, this will be a collaborative effort amongst Table Partners.  5) **MRS**  6) **T to show**  **students the**  **Argumentative**  **Writing**  **Sentence Starters**  **To assist. T to circulate the classroom to Monitor and Adjust .**  6) EXIT TICKET:  Students must jot down one thing they learned about Argumentative Writing today, | **DO NOW:**  Turn and Talk  A I prefer \_\_\_  to \_\_\_\_\_\_\_ .  B Why do you  Prefer \_\_\_ ?  A I prefer this  To \_\_\_\_  Because  \_\_\_\_\_\_\_ .  When two minute timer sounds, the students switch speaking roles.  Students, what is the main idea that you listened to in this story ?  What is the theme of this story ?  How is this story similar to Jessica McBirney’s story, “Growing Up” ?  How is it different from  Jessica McBirney’s story,  “Growing Up” ?  The character is feeling  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and I know this because  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  (Maria is the fourteen year old character) . |  |  | **DO NOW:**   1. Show exemplar of Venn   Diagram  Of “Growing Up”  By  Jessica  McBirney  To  “Growing Up”  By  Gary De Soto  **T** to guide students through  The Venn Diagram  Graphic Organizer  (Five Minutes)  <https://youtu.be/4Lhnu3deitk?si=b-cdCRKAImfWtAOj>     1. **MRS: ORAL CHORAL**   **One comparison between**  **“Growing Up” by Jessica McBirney and “Growing Up” by Gary De Soto is that the main characters are teenagers growing up . They experience the same emotional feelings. They center around hardships and loss of childlike innocence.**   1. Discuss Audio of   Gary De Soto’s  “Growing Up”  ["Growing Up" by Gary Soto](https://youtu.be/8hPu162a2CI?si=5hwT5V0t5KEnnCcS)  **MRS # 3**  **One contrast between**  **“Growing Up” by Jessica McBirney and “Growing Up” by Gary De Soto is that the first story is an informational piece while the second story is a narrative piece. The first story is argumentative. The second story illustrates how familial tension causes arguments between family members. Although childlike innocence disappears when one grows - up, it should not always carry a negative connotation.**   1. Students to fill - in   their Venn Diagram  Graphic Organizers .    **THIS IS CARRIED OVER**  **FROM LAST WEEK.**   1. **MRS # 4**   **Quick Write**  **Copy and fill - in the blanks:**  **A VENN DIAGRAM is a**  **\_\_\_\_\_\_\_\_\_\_\_\_\_ used to**  **represent the \_\_\_\_\_\_\_\_\_\_\_**  **and the \_\_\_\_\_\_\_\_\_\_\_\_\_**  **between \_\_\_\_\_\_(Write a**  **number)**  **Concepts.**  **A VENN DIAGRAM is a visual representation used to represent the differences and the similarities between two concepts. Venn diagrams are also called logic or set diagrams and are widely used in set theory, logic, mathematics, businesses, teaching, computer science, and statistics.** | 1. **DO NOW:**   **Teacher** to say the **Weekly Wrap - Up** and students to use white boards to write down one thing they heard the **Teacher** say.     1. **A** Students who did not take the **Vocabulary Test** last Friday will take it.   Students who did not pass the Vocabulary Test last Friday will re - take it and may not earn higher than a seventy - percent on the re - take.  **B** Students to tell their shoulder partners what they think the best part of HOMECOMING WEEK at **Westside High School** is or will be.  (Reading, Writing, Speaking, Listening) .   1. Students to   Continue  Completing tasks and interactive assignments on **SUMMIT**  **K - 12 ,**  **FOUNDATION**  **SKILLS**  **&**  **LISTENING**  **&**  **SPEAKING** |
| **Demonstration of Learning** | Given a text, students will develop an argumentative draft with a controlling idea and supporting evidence, with at least 80% accuracy.  **T**  to remind  students  of what they  read  last Monday,  Tuesday,  Wednesday, and  Thursday –  **Growing up: Key Moments**  *(Adapted text: Argumentative)* | Given a text,  students will edit a draft for  comma and  colon usage with at least  80%  accuracy. |  |  | Given two texts with the same title, students will Compare / Contrast stories and then use an organizing structure appropriate to the purpose and audience to develop the argument, with at least 80% accuracy.  T to give students a  **Halloween or Dia de Los**  **Muertos**  **poem,**  Students to read and make  inferences about a  Holiday - themed poem. | 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 TOWSON  UNIVERSITY  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 |  |  | Audio story, Paper Story,  Podcast  “Growing Up”  VENN DIAGRAM Graphic  Organizer,  Transition Words Hand - out | Lap - tops |