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

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| **Week of:**  **October 13, 2024**  **-**  **October 19, 2024** | **Monday**    **October 14 , 2024**  **Students, how are you feeling today ?**  **Choose an emotion from the Emojis below and say,**  **“I am feeling \_\_\_\_\_\_**  **\_\_\_\_\_\_ .”**  [**https://www.learningchocolate.com/word-set/feelings-how-do-you-feel**](https://www.learningchocolate.com/word-set/feelings-how-do-you-feel)    **Happy**    **Okay**    **Energetic and**  **Bouncing off the**  **Walls !**    **Tired**    **Sad**    **Angry** | **Tuesday**  **October 15, 2024** |  | **Wednesday**  **October 16, 2024**  **PSAT DAY**  **Altered Schedule**  **for PSAT**  **Testing**  **Thursday**  **October 17, 2024**  **PSAT DAY for Students who were Absent** | **Friday**  **October 18, 2024** |
| **TEKS**  **H.I.S.D. Slides**  **10 - 16** | **9.3 A, 9.7 G**    **\* Review**  **Vocabulary and key concepts before reading.**  **See V. Mayfield’s**  **Google DOCS**  **VOCABULARY**  **and QUIZLET**  **Digital**  **VOCABULARY**  **Flashcards** | **SWBAT** internalize **new** **basic** and **academic language** by using it in meaningful ways in **speaking** and **writing** activities.  **ELPS 1 E**  **ELPS 4 J, 9.10 B**  Students to watch short video of a person reading *House on Mango Street* by Sandra Cisneros .  (Audio)  [House on Mango Street Chp. 1-4 (pg. 3-11)](https://youtu.be/dsktGVj0Rik?si=sNcYPzrFOc0fnZeU)  Name two examples of descriptive writing. Think about alliteration, imagery, metaphor, and simile. |  | **9.6 F, 9.8C** | **ELPS: 42,43**  **4 F, 4 I,**  **4 j**  **SUMMIT**  **K - 12**  **FOUNDATIONAL**  **SKILLS** |
| **Learning Objective** | **SWBAT** analyze  word  meaning  to discuss  explicit  and  implicit  meanings.  **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** Demonstrate  English  Comprehension  by  using skills  such as  predicting,  making connections,  drawing inferences from texts and graphics, and finding supporting text evidence. **DO NOW: (3 minutes)** [⌛ 3 minute timer with music🎵latin funk style music for 180 seconds](https://youtu.be/6QBu0y4R2Dw?si=OM8leA3TBXX5Vkeh)    STUDENTS: **Hispanic**  **Heritage**  **Month ends**  **at**  **midnight on**  **October**  **15th,**  **2024.**  Copy the sentence stem. Once you have copied the sentence stem and written your answer (s), Turn and Talk to your partner.  Write down your answer before you tell your shoulder partner.  **Question:** What is one thing  that you learned  in Mrs.  Mayfield’s  Class about  **Hispanic**  **Heritage**  **Month from**  **September 15th**  **-**  today ?    **Copy this sentence stem:**  **One thing that I learned from about Hispanic Heritage Month**  **was …**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .**  **(Copy the stem and then write your answer.)** | | **SWBAT**  analyze non linear  plot and compare it  to a linear plot. | **SWBAT use**  **multi -**  **modal**  **tools to**  **perform**  **tasks**  **while**  **Connecting**  **To Literacy**  **via**  **Listening & Speaking,**  **&**  **Foundational Skills of English**  assessments. |
| **Higher Order Thinking Questions** | These excerpts are written in The First Person, using the pronoun,  “I” by female HISPANIC authors.  **MRS: Quick Write**  Write a  Sentence  using the  pronoun  using “I” .  Student answers will vary.    **T** to **“Think Aloud”**  while  Recapitulating  “All American Girl”  By  Julia Alvarez,  for students.  **T** to re - read lines  15 - 20  For emphasis of  Theme: Cultural  Identity  and **explicit - implicit**  **Peer Pressure.**    Connections: **T** to ask  Students, “Have you ever felt pressured to do something that you did not want to do because your friends were doing it?”  Student answers will vary.  [15] So, mirror in hand,  I practiced foreign faces, American faces  hiding a native Latin fluency  for the cooler, less emotional English look  I wanted the world and words to match again  [20] as when I had only lived in Spanish.  **MRS 2: Think -**  **Pair -**  **Share**  What can you infer  about lines 15 - 20 in **“All American Girl”** by Julia Alvarez?  OR  What does it mean to be American ?  Being American means …  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  [3 Minute Timer](https://youtu.be/iHdviZkM7S4?si=2pkU3WhPY_yG5djb) | **INTERVENTIONS:**  Help students write or copy sentence stems.    **MRS: Short -**  **Constructed**  **Response -**  **Response Cards**  **EMOTION - AFRAID**      Some Hispanics who emigrated to The United States of America were afraid of or felt afraid after they moved to The United States  because \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  [Celebrate Hispanic Heritage Month Themed 5 Minute Countdown Timer](https://youtu.be/3WCNVTxMqH8?si=X3kqrhrHc-L1bwNP)  They were afraid or felt afraid because they and their families were  **being discriminated against for their different clothing and way of speaking – broken or very little English. They were afraid of not being able to find good jobs, not having enough money for housing and transportation.**  **They did not want to leave the lives they built, the customs they cherished, the jobs that provided necessities and frivolities, their friends and family.** |  | **How can one’s identity be discovered by making**  **difficult choices and staying true to oneself?**    **Why would a person choose to live on the fringes of society and not feel like an outcast ?**    **⁉️** | Weekly Wrap - Up  **T**  to remind students  that we compared an excerpt of a short - story.  “HERS: A Puerto  Rican Stew”  By Esmeralda  Santiago  To  “An American Girl”  By  Julia Alvarez looking at the Exemplar Venn Diagram that Mrs. Mayfield posted .  We read  **Señor Noboa**  *(The Adapted Version)*  By: Raul Leis  Translated by: Leland H. Chambers,  And identified  Explicit and implicit meanings through personalities of characters as well as the linear and non - linear plot in  **Señor Noboa**  *(The Adapted Version)*  By: Raul Leis  Translated by: Leland H. Chambers.  **Hispanic Heritage Month**  ended on  October 16th.  Americans in  The United States of America celebrate  **Hispanic Heritage Month**  Because  “Latinos continue to help fuel our economy and enrich our nation as  Astronauts,  engineers,  entrepreneurs, athletes, artists, entertainers, scientists, public servants. 2024 is “Pioneers of Change: Shaping the Future Together”.  . |
| **Agenda**  **T to remind**  **students that it is**  **Hispanic Heritage Month and to name events celebrating Hispanic**  **Heritage Month in the community.**  **T to encourage**  **students to attend**  **an event.** | **DO NOW:** First, **ELDA**  **NEWCOMER** students watch a short video about weekend activities in the Past Tense.  YouTube:  [What did you do on the weekend? ESL/ESOL Speaking practice | English Portal](https://youtu.be/9MxsOquBpkM?si=Q93vRqhG9OkUatdt)  [www.ESLSTUDENTSWhatDidYouDoThis Weekend](http://www.eslstudentswhatdidyoudothisweekend)?”  Then, students copy the sentence stems:  Q: What did you do  on the weekend ?  T to guide students,  Did you go to Talento Bilingüe de Houston (TBH) is a non-profit Latino cultural arts center in Houston, Texas that celebrates Latinx culture and creativity:   * What it does * TBH offers a year-round series of performing arts, exhibits, and educational programs. Their programming includes theater, music, video and film production, dancing, and original plays. They also offer educational programs like workshops, or did you go to **The HIspanic Heritage Celebration** in Lincoln Park ? Did you visit Houston’s East End Sunday Market in front of **The Original Ninfa’s Mexican Restaurant** in Houston ? you visit MECA ?   Did you listen to a Mariachi Band or watch,  H.I.S.D. Slide # 13 | **DO NOW:**  Review **New**  **Vocabulary** with students.  They can take a sheet of paper and a pencil to make symbols or pictures for **Vocabulary**  **words.**  In example,  Review Quizlet Flashcards that Mrs. Mayfield created for new words. Students to make symbols on notecards. Four students per group, three symbols per student.    2) Read the excerpt  below and answer the  questions that follow.    **“Señor Noboa”**  *(The Adapted Version)*  By: Raul Leis  Translated by Leland H. Chambers  3) SEL Emotion  Anchor  Chart  How are you  Feeling?    4) Ask students to look  at explicit clues in the  text to make  inferences about how  the character is  Feeling.  The character is feeling  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and I know this because  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  Mrs. K ‘s  Pre - K Parte’  <https://youtu.be/rJfp1bVJ2dM?si=9axozOvzU4UCHhhz> |  | **DO NOW:**   1. Show exemplar of Venn   Diagram  Esmeralda Santiago’s,  “HERS: A Puerto  Rican Stew” to  Julia Alvarez’s,  “An American Girl”  **T** to **explicitly tell students**  how and why **evaluating**  **information in stories is**  **important.**   1. Read the excerpt below and answer the questions that follow.   **Señor Noboa**  *(The Adapted Version)*  By: Raul Leis  Translated by: Leland H. Chambers      **📝Stop and Jot:**  What do we learn about Noboa’s personality from these internal thoughts?  A: We learn from these internal  thoughts that Noboa’s  personality is \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .   1. **MRS: ORAL CHORAL**   How does the author’s choice of words in paragraph 6 contribute to the tone of the text?   1. It implies the workers are grateful for Noboa’s hard work. 2. It shows his workers are sad to be there.   C. It suggests there is tension between Noboa and his workers.   1. It indicates that Noboa is excited to visit his workers.   **C. It suggests there is tension between Noboa and his workers.**  4) In paragraph 9, what does the sentence “without getting off his horse, Noboa speaks loudly,” suggest about Noboa?   1. He is a prideful man who thinks he is of greater value than his workers. 2. He is an injured man because he is unable to walk. 3. He is a considerate man because he is being mindful of his workers. 4. He is a shy man because he is afraid to get off his horse.   ORAL CHORALE  The correct answer is  **A He is a prideful man who thinks he is of greater value than his workers.** | 1. **DO NOW:**   Quick Write  How does a Hispanic woman achieve  “The American Dream  ?” T to play Podcast and students listen to it  before writing their responses.   1. Students to   Continue  Completing tasks and interactive assignments on **SUMMIT**  **K - 12 ,**  **FOUNDATION**  **SKILLS**   1. Mrs. K ‘s   Pre - K Parte’  <https://youtu.be/rJfp1bVJ2dM?si=9axozOvzU4UCHhhz> |
| **Demonstration of Learning** | Given a text, students will analyze word meaning to discuss implicit and explicit meanings, with at least 80% accuracy. | Given a text, students will analyze how the author’s use of language, diction and syntax informs the reader and contribute to the tone with at least 80% accuracy. |  | Given a text, Students will analyze non linear plot and compare it to linear plot development, with at least 80% accuracy. | Given that students have evaluated texts revolving around themes of Learning English, Emigrating to a Foreign Country, and Changes in One’s Identity, they will have understood the tribulations of Hispanic women in American Society.  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: | INTERVENTIONS:  Accommodations:  Chunk Information,  Allot extra time to  Complete assignments.  Digital dictionaries.  *Oxford Picture*  *Dictionary*  One - on - One  Time with the  Teacher |  | 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 .**  **T** to meet one - on - one with  students to show Data Reports  and make individual goals based  on personal strengths and  weaknesses. | INTERVENTIONS:  **Learning For**  **CHOCOLATE**  **Picture Platform**    [**Shapes**](https://www.learningchocolate.com/word-set/shapes-18)  **new**    [**Ways to Get Around**](https://www.learningchocolate.com/word-set/ways-to-get-around-1)  **new**    [**Long /ē/ Sound EA**](https://www.learningchocolate.com/word-set/long-%C4%93-sound-ea)  **new**    [**Long /ē/ Sound EE**](https://www.learningchocolate.com/word-set/long-%C4%93-sound-ee)  **new**    [**Jungle and Zoo Animals**](https://www.learningchocolate.com/word-set/jungle-and-zoo-animals)  **new**    [**Pet Animals**](https://www.learningchocolate.com/word-set/pet-animals)  **new**    [**Farm Animals**](https://www.learningchocolate.com/word-set/farm-animals-32)  **new**    [**Jungle and Forest Animals**](https://www.learningchocolate.com/word-set/jungle-and-forest-animals)  [**ns**](https://www.learningchocolate.com/word-set/tour-group-instructions)  **new**    [**Home and Neighborhood Adjectives**](https://www.learningchocolate.com/word-set/home-and-neighborhood-adjectives)  **new**    [**My Clothes**](https://www.learningchocolate.com/word-set/my-clothes-5)  **new**  **User Favorites**  [**See all ...**](https://www.learningchocolate.com/all?sort_by=favorite_count)    [**Months**](https://www.learningchocolate.com/word-set/months)    [**Daily Routine 1**](https://www.learningchocolate.com/word-set/daily-routine-1)    [**Weather**](https://www.learningchocolate.com/word-set/weather)    [**Numbers 1**](https://www.learningchocolate.com/word-set/numbers-1)    [**Family Tree 1**](https://www.learningchocolate.com/word-set/family-tree-1)    [**Personal Pronouns as a Subject**](https://www.learningchocolate.com/word-set/personal-pronouns-as-a-subject)    [**Prepositions of Place**](https://www.learningchocolate.com/word-set/prepositions-of-place)    [**Days**](https://www.learningchocolate.com/word-set/days)    [**Question Words (?)**](https://www.learningchocolate.com/word-set/question-words)    [**Numbers 2**](https://www.learningchocolate.com/word-set/numbers-2)    [**Daily Routine 2**](https://www.learningchocolate.com/word-set/daily-routine-2)    [**Expressions**](https://www.learningchocolate.com/word-set/expressions)  **Most Viewed this Month**  [**See all ...**](https://www.learningchocolate.com/all?sort_by=count_month)    [**Months**](https://www.learningchocolate.com/word-set/months)    [**Numbers 1**](https://www.learningchocolate.com/word-set/numbers-1)    [**Alphabet Phonics A-Z**](https://www.learningchocolate.com/word-set/alphabet-phonics-a-z)    [**Numbers 1-20**](https://www.learningchocolate.com/word-set/numbers-1-20-1)    [**Days**](https://www.learningchocolate.com/word-set/days)    [**Weather**](https://www.learningchocolate.com/word-set/weather)    [**Family Tree 1**](https://www.learningchocolate.com/word-set/family-tree-1)    [**The English Alphabet**](https://www.learningchocolate.com/word-set/the-english-alphabet)    [**Basic Colors**](https://www.learningchocolate.com/word-set/basic-colors)    [**Daily Routine 1**](https://www.learningchocolate.com/word-set/daily-routine-1)    [**Feelings - How Do You Feel?**](https://www.learningchocolate.com/word-set/feelings-how-do-you-feel) |
| **Resources**  Pencils  Blue or Black ink pens  Highlighters  H.I.S.D. Slides  # s 10 - 16    Adjective Anchor  Chart | YouTube:  [What did you do on the weekend? ESL/ESOL Speaking practice | English Portal](https://youtu.be/9MxsOquBpkM?si=Q93vRqhG9OkUatdt)  [www.ESLSTUDENTSWhatDidYouDoThisWeekend](http://www.eslstudentswhatdidyoudothisweekend)?”  [What did you do on the weekend? ESL/ESOL Speaking practice | English Portal](https://youtu.be/9MxsOquBpkM?si=m4N3hOhjYTjOJLtg)  Bilingual Dictionaries  H.I.S.D. Slides  # s 16 - 23    Emotion Anchor  Chart | QUIZLET Flashcards  Created by Mrs. Mayfield, notecards,  Printed excerpt of stories,  Bilingual Dictionaries  H.I.S.D. Slides  #s 16 - 23  Emotion Anchor  Chart |  | Same as Yesterday,  Computers fully charged  **Señor Noboa**  *(The Adapted Version)*  By: Raul Leis  Translated by: Leland H. Chambers | Notebook paper, pencils,  Story, notecards,  Computers fully charged |