

WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

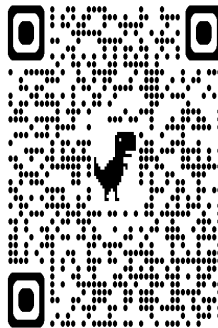
2024- 2025 Lesson Plan Template

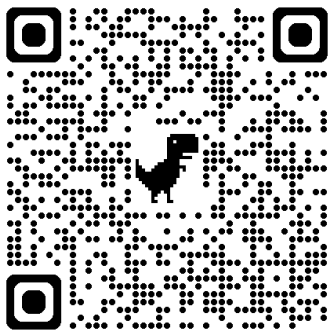
Teacher: **Mrs. MAYFIELD**

Subject: **ESOL**

Week of:	Monday	Tuesday	Wednesday / Thursday	Friday
January 12, 2025 January 18, 2025	January 13, 2025	January 14, 2025	January 15, 2025 / January 16, 2025	January 17, 2025
TEKS	ELPS 5 E 7.10 D, 7.11. Di, 8.10	9.10A, 9.6F	9.9 D iii, 9.10 A ELPS 5 E	ELPS 4 A, ELPS 5 E 6.19 A, 6.19 C 7.10 D, 7.11. Di, 8.10
Learning Objective	SWBAT continue working on Reading and Writing on SUMMIT K 12.	SWBAT make inferences by analyzing the author's purpose.	SWBAT engage in a Noun - Setting - Verb activity before writing a Short - Constructed - Response. (Make inferences to write a short - constructed -	SWBAT continue working on Reading and Writing on SUMMIT K 12. <hr/> APPLY

			<p>response) Next, students will begin working on</p> <p>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>MAKE INFERENCES,</p> <p>ANALYZE IMAGES,</p> <p>WRITE A</p> <p>SHORT –</p> <p>CONSTRUCTED –</p> <p>RESPONSE</p> <p>Assignment:</p>	
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			<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 	
Higher Order Thinking Questions	<p>A) How does changing the placement of words or phrases in a sentence affect its meaning and tone? Provide examples to demonstrate your</p>	<p>A) What is the difference Between</p> <p>To infer and an inference ?</p> <p>B) What is the purpose of punctuating sentences correctly ?</p>	<p>A) What assumptions can you make about the people, objects, or setting in the image? Are these assumptions based on evidence from the image or prior knowledge?"</p>	<p>A) What is the purpose of punctuating phrases correctly ?</p> <p>B) Transform a list of bullet points into a cohesive paragraph, using different sentence structures to</p>

	<p>reasoning."</p> <p>Changing the placement of words or phrases in a sentence can affect its meaning and tone by _____ .</p> <p>For example,</p> <ol style="list-style-type: none"> 1. The girl placed her doll on the mat. <p>Change to →</p> <ol style="list-style-type: none"> 2. The girl placed her mat on the doll. <p>In the first sentence, the girl is placing or is putting her doll on top of a mat.</p> <p>In the second sentence the doll is placing or is</p>		<p>B) Looking at Image #2, what do you predict will happen next?</p>	<p>connect the ideas smoothly. Discuss the impact of your structural choices on the flow and clarity of the paragraph.</p>
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putting the mat on
top of the doll.

There is an
apparent change in
the placement of
objects.

Students must
practice syntax
structure in order
to accurately
communicate what
they intend to say.



B) What is the
difference
between a
regular verb
and an
irregular verb
in English?

The difference
between a regular
verb and an
irregular verb in
English is

_____ .

	<p>The difference between a regular verb and an irregular verb in English is</p> <p>Regular verbs follow a consistent pattern when forming the past tense and past participle. Typically, you add -ed or -d to the base form of the verb.</p> <p>For example,</p> <p>TO PLAY =</p> <p>Verb Infinitive</p> <p>Play = Conjugated Verb in the Third Person</p> <p>Played =</p> <p>Conjugated Verb in</p> <p>The Past Tense</p>			
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	<p>The ed attached to the word play is The Past Participle.</p> <p>Irregular verbs do not follow a standard pattern. Their past tense and past participle forms vary and must be memorized. Examples:</p> <ul style="list-style-type: none"> • Base form: Go <p>Past tense: Went</p> <p>Past participle:</p> <p style="padding-left: 40px;">Gone</p> <p>Base form: Eat, To</p> <p style="padding-left: 40px;">Eat</p> <p>Past Tense: Ate</p> <p>Past Participle:</p> <p style="padding-left: 40px;">Eaten</p>			
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	_____ .									
Agenda	<p>1) DO NOW:</p> <p>Total Physical Response</p> <p><u>STEP 1:</u></p> <p>What is a verb ? A verb is _____ .</p> <p>For example, Nilofar helps her mother fold the laundry.</p> <p>Helps is an action verb conjugated in the Third Person Singular and Fold is an action verb conjugated in the Third Person Singular.</p> <p><u>STEP 2:</u> Show it.</p> <p> Show your table partners an example of a verb:</p> <p>If you chose run, then</p>	<p>1) DO NOW</p> <p>Using the word bank below, copy the sentence stem and fill - in the blanks.</p> <table border="1"> <tr> <td>Juliet</td> <td>At</td> <td>Site</td> </tr> <tr> <td>First</td> <td>Romeo</td> <td>Love</td> </tr> </table> <p>Fall In</p> <p>In the play, <i>Romeo and Juliet</i> by William Shakespeare, <u>Juliet</u> and _____ <u>fall in</u> _____</p> <p>_____ at _____</p> <p>sight.</p> <p>Answer:</p> <p>In the play, <i>Romeo and Juliet</i> by William Shakespeare, <u>Juliet</u> and</p>	Juliet	At	Site	First	Romeo	Love	<p>1) DO NOW: Think of the</p> <p>Coordinating Conjunctions,</p> <p>F A N B O Y S</p> <div>  </div> <p>Which three do you think are used the most ?</p> <p>One minute timer</p> <div>  1 Minute Timer Amo... </div> <p>MRS # 1 Whiteboard</p> <p>Write your answer</p>	<p>1) DO NOW: Go to</p> <p>SUMMIT K - 12 quietly.</p> <p>Start doing the assignments that have not been completed on The FOUNDATIONAL SKILLS and READING & WRITING TEKS EDITING SKILLS.</p>
Juliet	At	Site								
First	Romeo	Love								

show the action of running in place.



If you chose the action or to write, write, or writing, then you could use a pencil or pen as a prop and pretend to write something.



MRS # 1 Quick Write

Write a sentence using an action verb.

(Two minutes)

▶ 2 Minute Christ...

**MRS # 2
TURN AND TALK**

Romeo ____ fall in

love at first

Sight.

MRS # 1: Stand Up and Make a heart with your hands if you believe in Love At First Sight.



2) Activate Prior Knowledge

**About
F A N B O Y S**

On your Whiteboard

(Thirty Second Timer),

T to say, "Time's Up /

Expo markers down"

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...

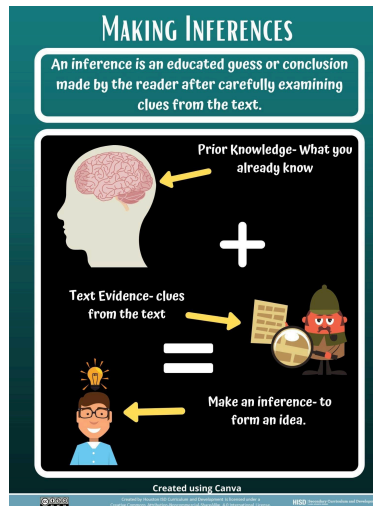
T to remind students that FANBOYS is an acronym for

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

(Two minutes)

▶ 2 Minute Chri...

Infer and Inference on
the H.I.S.D. Slide Deck.
ESOLI_SD_1.09.25_9.6F,
9.7C



3) MRS # 1 Quick Write


Write a sentence
using a **infer**.

Record yourself
reading your **INFER**
sentence on
Vocaroo.com

(Two minutes)

2 Minute Timer Bom...

4) MRS # 2

		<p>TURN AND TALK</p> <p>Student A: Read your sentence aloud to your partner.</p> <p>(Thirty seconds)  30 Second Timer</p> <p>Student B: Read your sentence to your partner.</p> <p>T: “Nice work. Now, all students - all As and all Bs clap twice if you truly did write INFER in your sentences.”</p> <p>4) T to read aloud the story found on “S hould we scoff at the idea of love at first sigh? “t CommonLit.com,</p> <p>Students listen and be ready to answer C.F.U.s .</p> <p>5) MRS # 4 Ink - Pair - Share</p> <p>Students to use Whiteboards and Expo</p>		
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		<p>Markers.</p> <p>T to read the controlling idea in paragraph 1 and students to echo.</p> <p>Next, students to read aloud to their table 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	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	Given a text, students will make inferences by analyzing the author's purpose at least 80% accuracy.	Given a text, students will make inferences about an image that they have already viewed, analyzed, and discussed in class, in order to draft a Short - Constructed - Response (SCR) . Based on the Noun - Setting - Verb (NSV) hand - out, students	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

	SKILLS - SETS: Distinct Sounds and TEKS Editing with at least eighty - percent accuracy. Students will prepare for TELPAS by way of Summit K - 12 modules and tasks.		will be prepared to successfully identify Grammar components on the TELPAS 2025 Exam.	Sounds, TEKS Editing with at least eighty - percent accuracy. Students will prepare for TELPAS by way of Summit K - 12 modules and tasks.
Intervention & Extension	Visual Aids, Chunking Extension, Extra Time	Visual Aids, Chunking Extension, Extra Time EXTENSION ACTIVITY: Read a love poem by William Shakespeare to your peer. Ask your peer to make an inference about the love poem.	Assign Advanced Beginner partners with Low Beginner learners. Student Say Back (Teach Back)	Ample time to quietly work on SUMMIT K - 12 assignments, headphones
Resources	Digital platform - SUMMIT K 12	H.I.S.D. Slides, H.I.S.D. Hand - out – "Should we laugh at the idea of love at first sight?" (Adapted by HISD Curriculum Design) By James Kuzner Demonstration of Learning	Noun - Setting - Verb (N - S - V) hand - out, Lined paper, Short - Constructed Response rubric, digital platform - SUMMIT K 12	Digital platform - SUMMIT K 12

