

WESTSIDE HIGH SCHOOL


Level Up: *RISE* to Your Potential



2024- 2025 Lesson Plan Template

Teacher: **MRS. MAYFIELD**


Subject: **ESOL**

Week of:	Monday	Tuesday	Wednesday	Friday
September 23, 2024 - September 28, 2024	September 23, 2024	September 24, 2024	September 25, 2024 Thursday, September 26, 2024	September 27, 2024
TEKS	ESOL 9.7.C Use text evidence and original commentary to support a comprehensive response.. ELA.5.6I Monitor comprehension and make adjustments such as re- reading, using	ELA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word associations. ESOL 9.7.D	ESOL.9.7.G Discuss and write about the explicit or implicit meanings of text.	ELPS Use multi - modal tools to perform tasks and reach benchmarks.

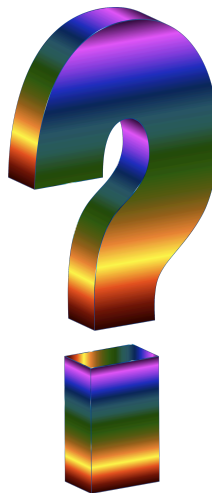
	background knowledge, asking questions, and annotating when understanding.	Paraphrase and summarize texts in ways that maintain meaning and logical order.		
Learning Objective DRAMA	SWBAT re - read a text and compare annotations with classmates to gain comprehension about what has been read. Let's Annotate !	SWBAT view examples of VOCABULARY WORDS on a digital presentation to connect words to visual images. Students to look at the "Frayer a Friend" Power Point Presentation to connect words to the images they represent. 	SWBAT do a TELPAS assignment with the guidance of the TEACHER. T to show, Guide, explain TELPAS to ESOL Students.	SWBAT SUMMIT K - 12 become acquainted with a digital platform that aids in the BUILDING BLOCKS of the Fundamentals of ENGLISH. Domains: Listening, Reading, Speaking, and Writing to be assessed through Benchmarks.

<p>Higher Order Thinking Questions</p>	<p>Discuss the Pros and Cons of finding recipes in English (Target Language) as opposed to in your Native Language.</p> <p>Why did the author use Onomatopoeia in lines 8 - 11 ?</p> <p>What is the Pronoun used when writing an autobiography or a memoir?</p>	<p><i>This delicious, authentic recipe for Puerto Rican carne guisada is a hearty _____stew that features lots of Caribbean _____ . Savory chunks of beef are _____in a rich gravy until it is <u>tender</u>. Tender is another way to say, _____. This is Puerto Rican comfort food at its best!</i></p>		<p>How do you think you can benefit from the Summit K - 12 platform?</p> <p>What is the smallest unit of language ?</p>
<p>Agenda</p> <p>T to remind students that it is Hispanic Heritage Month and to name events celebrating Hispanic Heritage Month in the community.</p> <p>T to encourage students to attend</p>	<p>1) A  What did ...</p> <p>B Students to copy Sentence Stem about writing about things they did on the weekend using The Past Tense.</p>	<p>1)  Writing with...</p> <p>Students to jot sensory description examples from the "Writing With The Senses" video sentences on their notebook paper or Composition notebooks.</p> <p>Allot five minutes to write. Allot three</p>		<p>1) TELPAS Review of Yesterday's Assignment .</p> <p>2) SUMMIT K - 12</p> <p>Beginning of The Year Assessment.</p>

<p>an event.</p>	<p>2) Review Classroom Expectations.</p> <p>4) T to instruct students to take - out their homework: The annotated Esmeralda Santiago's story, "HERS: A Puerto Rican Stew"</p> <p>5) Show map of Puerto Rico</p> <p>6) Refer to H.I.S.D. Slide 12 for today.</p>	<p>minutes to check.</p> <p>2) Show the picture of Puerto Rican Stew and ask, "What is this ?"</p> <p>3) Students to copy VOCABULARY WORDS from the Whiteboard.</p> <p>MRS: Think - Pair - Share</p> <p>Actively listen To Mrs. Mayfield as she is reading the short Biography of the author, Esmeralda Santiago. The author (Esmeralda Santiago) was COURAGEOUS or displayed COURAGE when she _____. Students to reflect for two minutes, discuss with their partner for two minutes, and then write their answers on a large note card for two minutes. Students to share - out answers with the class.</p>		<p>3)T</p> <p>To remind students to go to a Hispanic Heritage Month event.</p> <p>Students who attend any Cultural event centered around Hispanic Heritage Month will earn Extra - Credit points.</p>
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<p>Demonstration of Learning</p>	<p>SWBAT think about their favorite foods, using their already written MEMOIRS as a guide.</p> <p>The students will use adjectives to describe their favorite foods. Savory, Seasoned, Spicy // Plain, Unseasoned, Bland // Salty – Sweet.</p>	<p>SWBAT develop an answer to a question by using specific details and Answers.</p> <p><u>Let's Annotate !</u></p> <ol style="list-style-type: none"> 1. Students, highlight words you do not know in green. 2. <u>Underline</u> adjectives that are used to describe nouns. <p>For example, this class is too <u>noisy</u> !</p> <p>The word noisy describes the class.</p> <ol style="list-style-type: none"> 3. Draw a star  <p>next to something</p>		<p>SWBAT take an informal assessment during class which will determine the students' approximate levels of English. The SUMMIT K - 12 has BENCHMARKS and gives Teachers immediate DATA soon after the students finish the Beginning of the Year Assessment.</p>
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- you thought was interesting.
4. Put a question mark near something that you do not understand.



Intervention & Extension

INTERVENTIONS:

Show images of foods or food flashcards.

Help students write

A My favorite food is _____ .

B It tastes _____ .

Mrs. Mayfield's

REFER TO 9/16/2024 H.I.S.D. Slide # 12 and then Slide # 15.




Show images of foods or Food flashcards. Help students write answers to Sentence Stems.

A My favorite food is

Lead4ward Strategies

Lead4ward Strategies

	<p>example:</p> <p>A My favorite food is Greek Salad.</p> <p>B It tastes crunchy when I chomp on the crisp Romaine lettuce, freshly cut cucumber slices, and juicy, red Roma tomatoes. I like to taste the purple onions mixed with feta cheese. I pour the robust Balsamic Vinaigrette dressing over the hard croutons before tasting the spicy Krino peppers. It is a delightful entree for my palette !</p>	<p>_____ .</p> <p>B It tastes _____ .</p> <p>Mrs. Mayfield's example:</p> <p>A My favorite food is Greek Salad.</p> <p>B It tastes crunchy when I chomp on the crisp Romaine lettuce, freshly cut cucumber slices, and juicy, red Roma tomatoes. I like to taste the purple onions mixed with feta cheese. I pour the robust Balsamic Vinaigrette dressing over the hard croutons before tasting the spicy Krino peppers. It is a delightful entree for my palette !</p> <p>Show image of Greek Salad.</p> <p>Re - explain what ingredients are → Students to list ingredients in their favorite foods.</p>		
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<p>Resources</p> <p>Pencils</p> <p>Blue or Black ink pens</p> <p>Copy of "HERS: Puerto Rican Stew" by Esmeralda Santiago.</p> <p>Highlighters</p> <p>H.I.S.D. Slide # s 12 - 23.</p> <p>Adjective Chart</p>	<p>YouTube:</p> <p> What did you do... www.ESLSTUDENTSWhatDidYouDoThisWeekend?"</p> <p> What did you do...</p> <p>Map of Puerto Rico Image of Puerto Rican Flag</p> <p>Images of Foods, namely beef, potatoes, stew</p> <p>Mini - Biography of Esmeralda Santiago doing new material this week.</p> <p>Bilingual Dictionaries Houston Events</p> <p>Online flyers,</p> <p>Newspaper ad.</p>	<p>YouTube:</p> <p> Writing with your s...</p> <p>Map of Puerto Rico Image of Puerto Rican Flag</p> <p>Images of Foods, namely beef, potatoes, stew</p> <p>Prior Knowledge of a story with the theme, COURAGE to connect to Esmeralda Santiago's COURAGE to _____ .</p> <p>Possible answers:</p> <p>A Move to another country when she was thirteen years old and help her younger siblings navigate through a new country.</p> <p>B Help her parents take - care of the younger children when she was a child herself.</p> <p>C Learn how to speak English and say things</p>	<p>SUMMIT K - 12</p> <p>Beginning of the Year Assessment</p>	<p>Digital platform – SUMMIT K - 12.</p>
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in front of her
classmates, even if
she did not
pronounce a word or
phrase correctly.

T to Think Aloud
That must have been
embarrassing.

MRS: QUICKWRITE

Three minutes to think
and two minutes to
write.

T to Students: Think of
a time
when
you had to display
Courage, what obstacle
to did you have to
overcome? Who helped
you overcome your
obstacle ?