



# LESSON PLAN - Jones Futures Academy

<b>Week of: -Nov. 28-Dec. 2-2022 N.WmsQ.</b>			
<b>Course Title:ELA-9<sup>TH</sup> Grade</b>		<b>Unit Title UNIT-3 Change Will Do You Good</b>	
<p><b>TEKS/Standards</b> (As Written by the State): (R= Readiness, S= Supporting, P= Process) students are introduced to the various metacognitive strategies that strong readers engage in as they read. <b>Students will read texts in a variety of genres and consider not only what it means to survive, but the various ways in which we survive challenging situations.</b> This unit will begin with a diagnostic personal letter and close with an argumentative essay in response to a text. (See individual Reading/Writing standards under <b>FOCUS</b>) .</p>			
<b>Essential Vocabulary</b> (Academic and Content Specific): Writing prompt, topic sentence, sentence structure, transitions, CUPSS			
<b>Essential Skills/Connections</b> (Pre-requisite skills, basic understanding students must have about the concept): <b>deconstruction of writing prompts</b>			
<p><b>Instructional Strategies Bank</b> (These are strategies to select from as you plan the components of your lesson cycle):          Identifying Similarities and Differences, Summarizing and Guided Note Taking, Journal/Learning log, learning stations, Compare and Contrast, Cooperative Learning, Thinking Maps, Cooperative Learning, Conferring Feedback, Drill and Practice, Cues and Questions, Essay, Experiment, Explicit Teaching, Literature Circles, reading logs, Pair-Share, Think Aloud, Read Aloud with Text Talk, and Silent Reading</p>			
<b>Resources Used to Plan Lesson/Unit: Clever &amp; chalk board/Word wall/District curriculum/Teacher generated models (R/W) Quizizz/Padlet</b>			
<p><b>Accommodations: laptops/E/Spanish dictionaries/Immersive tools/Summit K-12/Translator/Stems/ printed text/folders/journals/small groups Split screens</b></p>	<p><b>ESL/LEP: Clever/Summit K-12/Stems/small groups/technology/wait-time/printed text samples/folders/journals/graphic organizers BI's worded TEKS/ Split screens</b></p>	<p><b>Sped: Clever/Summit K-12/Stems/small groups/technology/wait-time/printed text samples/folders/journals/ Split screens</b></p>	<p><b>Targeted Instruction: Reading /Writing/English mechanics</b></p>

	<b>Monday-ASTRO HOLIDAY</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Focus Question/Big Idea</b> (What is the big connection students must know by the end of this</p>	<p>TSW recite the lesson goals.  <b>Review</b>  <b>BI: The Big Idea!</b>  <b>The Diamante poem</b></p> <ul style="list-style-type: none"> <li>Will help students to describe any number of curriculum topics.</li> </ul>	<p><b>Beginning week's lesson-Monday's agenda</b></p> <p>TSW recite the lesson goals.</p>	<p>TSW recite the lessons goals.</p> <p>ELA.9.7.E.i            Analyze characteristics and structural</p>	<p>TSW recite the lesson goals.</p> <p>Goals/lesson/activities  <b>BI:</b>            I will be able to <b>Read, Think and Write</b> (create) a Written Essay in preparation of the STAAR 2.0 assessment.</p>	<p>TSW recite the lessons goals.</p> <p>Friday's (ten questions</p>



# LESSON PLAN - Jones Futures Academy

lesson or unit?)

- Reinforcement of the compare/contrast text structure.
  - Recall/create a structures paragraph.
  - Reading independent/small group/whole group.
- TT models a diamante poem.  
**Big Connection!**  
 TSW
- **Demonstrate an understanding of vocabulary words and creative writing practices by responding to a variety of videos/selective topics.**
  - **Construct better understanding of vocabulary words by analyzing and justifying their evaluation of a peer's creative writing piece**
  - **Use a telling story rubric**
- | Vocabulary            |          |                       |
|-----------------------|----------|-----------------------|
| • independent reading | fringe d | Prehensile attributes |
| • diamante            |          |                       |

**Compare/Contrast Writing prompt**

- Write an essay about Homeschool vs. attending public school.

**TS uses his/her laptop for greater engagement/learning when researching a variety of topics and typing various writings for publishing.**

**CONTINUED FROM Nov. 28th**

elements of argumentative texts such as clear arguable claim, appeals. LA.9.9.A Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. TSW begin writing his/her essay in his/her writing

**Combining Sentences Practice**

Do Now; In student's writing section in his/her journal, he/she will write down the sentence to combine using a **subordinating conjunction**. His/she will type and put in their folder on student's desktop.

**Repeat/Review**  
 Subordinating Conjunctions to use-*because, since, although, if, unless, when, etc.*

**Compound Sentences Directions:** Add to these simple sentences to create compound sentences.  
 Example:

1. It is supposed to flood today.
2. Coach Larry passed out the game day tickets.

**New Vocabulary**

**TSW review lesson's vocabulary to include:**

Vocabulary		
• writing prompt	• deconstruct	• restate
• Thesis statement	• Introduction paragraphs	• compound sentences
	• Closing/Reflective statement	

) Reading Quiz (45 minutes)



# LESSON PLAN - Jones Futures Academy

	<ul style="list-style-type: none"> <li>gait</li> </ul>	<ul style="list-style-type: none"> <li>exposure</li> </ul>	<ul style="list-style-type: none"> <li>compound sentences</li> </ul>	<p>section of their journal.</p> <p><b>CONTINUED</b> from November 29<sup>th</sup>, 2022.</p>		
<p><b>NEW CONTENT VOCABULARY</b></p> <p>IG Use formal/informal English to describe vocabulary.</p> <p>1E Use and reuse the words/phrases ___ in a discussion/writing activity about a theme in a letter/poem.</p> <p>3A Pronounce the words correctly.</p> <p>5D Edit writing in an paragraph</p> <p>Comprehension Skills</p> <p>ⓈELA.9.4.E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ⓇELA.9.4.F Make connections to personal experiences, ideas in other texts, and society.</p> <p>ⓇELA.9.4.G Evaluate details read to determine key ideas.</p> <p>R LA.9.4.E Make connections to personal experiences, ideas in other texts, and society.</p> <ul style="list-style-type: none"> <li>LA.9.4. A Establish purpose for reading assigned and self-selected texts.</li> <li><b>ELA.9.10. D Compose</b> essay in a professional structure.</li> <li>ELA.9.7.E.i Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.</li> </ul>						



# LESSON PLAN - Jones Futures Academy

<p><b>Do Now/Warm-Up (10 min)</b> (It must review low standards from previous teaching or connect directly with current lesson)</p>	<p><b>Making Connections</b> <b>Do Now:</b> <b>TSW</b> <b>TS uses his/her laptop for greater engagement/learning when researching a variety of topics and typing various writings for publishing.</b></p> <ul style="list-style-type: none"> <li>• create a 7-line diamante poem. Each of the lines will contain the part of speech discussed.</li> <li>• make connections to personal experiences, ideas in other texts, and society.</li> </ul> <p>Read the two selections on ‘A Gentle Giant’ and “The Amazing: Gentle, Gigantic Giraffe” analyzing similarities/differences.</p>	<p><b>CONTINUE diamante from Nov. 28th</b></p>		<p>TSW review lesson’s vocabulary TSW practice on Quizizz the 5-paragraph essay. <b>Review/recite/recall/compare</b> skills from student’s letter writing activities.</p>	
<p><b>Instruction Whole Group/ Mini Lesson: (I Do) (10 min)</b> This tapers by the end of the week. (Include your questions to check for understanding at this point in</p>	<p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Review:</b> Questions: <b>Poem</b> How do I know I have written a diamante poem?</p> <p><b>Selections</b> on similarities/differences What was the <b>author’s purpose?</b> What is <b>theme and</b> was the author successful in providing <b>evidence of the theme?</b></p>	<p><b>CONTINUE diamante from Nov. 28th</b></p>	<p><b>Continued from Tuesday, Nov. 29th</b></p>	<p><b>Question:</b> Does the essay have topic sentences, CUPS, transitions/transitional phrase, dev. of ideas, focus, closing sentences/reflection sentence? <b>Reminder:</b> the term <b>essay</b> is a synonym for <b>composition.</b></p> <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>PEER EDIT ROUGH DRAFTS</b> I can edit my peers Rough Draft for errors in CUPS/sentence structure errors, formatting and the use of appropriate/correct <b>TRANSITIONS.</b></p>	



# LESSON PLAN - Jones Futures Academy

<p>the lesson cycle)</p>	<p>Did I identify similarities/differences? How did I compare them to my real-life experiences in school, my community and state?</p> <p><b>Students:</b> I can determine the theme of a diamante poem. I can analyze the development of the poem using specific parts of speech- noun, verbs and adjectives. I can complete my poem by sing the diamond shape.</p>			<p>TSW Peer-Edit student's Rough Drafts.</p>	
<p><b>Independent Practice:</b> (You Do) (30 min) What is the student expected to do? (Include your questions to check for understanding at this point in the lesson cycle)</p>	<p>TSW <b>Big Connection!</b> The students create his her poems in a diamond format. <b>NOTE:</b> If time permits the student begin reading their selections.</p> <div data-bbox="380 1078 716 1474" style="border: 1px solid black; padding: 5px;"> <p><b>Learning Targets</b></p> <p><b>I can recall how the different parts of the text connect to each other.</b> <b>I can analyze the similarities and differences between parts of the text.</b> <b>I can recall how previously read text are similar, different or</b></p> </div>	<p><b>CONTINUE diamante from Nov. 28th</b></p>	<p><b>Continued from Tuesday, Nov. 29th</b></p>	<p>Activities continued from Nov. 2<sup>nd</sup>./ Based on the teacher's approval, the student's completed edited Rough Draft, he/she begin typing his/her Final Paper for publishing.  TSW begin typing his/her (Rough Drafts) essays for publishing.</p>	<p><b>After Submitting Quiz:</b>  For students completing and submitting quiz earlier than designated time, he/she will work on typing his/her essay.</p>



# LESSON PLAN - Jones Futures Academy

	<p><b>connected in other ways.</b>  <b>Did students create his her poems in a diamond format</b></p> <p><b>Question:</b>          Can my comparison be about information from my other classes such as biology and geography?          If so, what is the difference/genre?          What impact (affect) am I looking to get from my audience?</p>					
<p><b>Lesson Closure/Review: (5 min)</b>          (Close the lesson with an exit ticket or some type of whole group review)</p>	Exit ticket	Completed Diamante poem	<b>My Plan-Venn diagram</b>			Exit ticket
<p><b>Homework:</b>          (Designed to reinforce the day's lesson something students can</p>	BIs work in Summit K-12 writing/reading practice	BIs work in Summit K-12 writing/reading practice	<b>Continued from Tuesday, Nov. 29th</b>	<b>Continued from Tuesday, Nov. 30th</b>		



# LESSON PLAN - Jones Futures Academy

do independently )					
<b>Small Group/Station Learning:</b> (Will you have a small group that is teacher led? Will a group rotate to a technology station? If review, will different groups work on a different TEK?)	TSW work in small groups to practice vocabulary Think Pair Share.	BIs/SPEDS: TSW work in small groups on Summit-12-Connect to Literacy listening activity.	BIs/SPEDS: TSW work in small groups on Summit-12-Connect to Literacy R/W	BIs/SPEDS: TSW work in small groups on Connect to Literacy listening.	

## Quality Questioning Thinking Stems

Thinking Level	Ask Student to:	Suggested questions or Sentence stem starters
Knowledge Generalize	Define Identify Label Recite Tell	Identify the facts_. What is _. Define _. List the __. Label the _.
Comprehension Compare/Contrast	Describe Compare/contrast Summarize	Summarize _. How would you compare/contrast__? Use your own words to retell _. The differences exist between _____ and _____ are _____.



# LESSON PLAN - Jones Futures Academy

Application Predictions	Predict Apply Solve	Using what you have learned, how would you solve _? I think _____ is going to happen next because _____. Based on this information, I predict that _____ is likely to happen in the future because _____. What would be the result if _? How would you demonstrate _?
Analysis Interpret	Classify/Organize Solve Investigate Explain	How would you explain the reason _? How can you classify _? Why do you think _? What could you have _? The key information in this is _____. This table includes _____ and _____ information and tells me _____, _____ and _____. The data are _____ and _____; and if that is the case, then _____.
Synthesis Infer	Create Develop Design Compose	What would you suggest _? Predict the outcome if __? How would you explain _? How would you revise _?
Evaluation	Choose Defend Assess Justify Critique	Is there a better solution_? Explain. Why would you recommend _? Do you agree with_? Why? How would you prioritize_? What is your opinion of_? Why? What is the most important___? Why?
Infer		After reading, hearing, examining...my guess is _____. This evidence suggests _____; that is probably why _____. Although the writer does not come right out and say it, I can figure out that _____. Based on what this says and what I know, I think _____.

## Lesson Planning Checklist

- Create/review pacing calendar
- Identify key vocabulary for unit
- Review/deconstruct each objective
- For each objective complete the following:
  - Answer the question: What am I teaching today and what do I want my students to know, understand and be able to do as a result of my teaching?
  - Identify objective specific vocabulary
  - Create/locate vocabulary introduction/review methods



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- **Identify prerequisite skill**
  - Considerations:**
    - How will you evaluate these skills (pre-test, BOY data)**
    - How will you address deficiencies (resources)**
  - **Mini Lesson Activities (Remember this should only be about 15 minutes)**
    - Considerations**
      - Activities should address all aspects of the deconstructed objective**
      - Activities should support students building to mastery**
      - All lessons should be presented at the application level**
      - Assess student learning prior to releasing to independent practice**
- **Direct instruction/**
  - Considerations:**
    - Answer the question: How will I teach so they do learn?**
      - **Clearly state the objective**
      - **Determine notes/resource to introduce/continue new material**
      - **Provide student's specific skills process or strategy for concept mastery**
- **Questions**
  - **Objective specific guiding questions**
  - **Common misconception clarifying questions**
- **Students Work Session Activities/Independent Practice**
  - Considerations:**
    - Answer the question: How do I respond when they are not learning?**
    - Answer the question: How do I deepen the learning for kids who are ready for more?**
      - **Plan objective focused, mastery building activities for independent/small groups**
  - **Plan clarifying activity for low/middle students who may need more instruction**
  - **Plan extension activity for higher level students**
    - **Strategic choice**
    - **Closure**
      - Considerations:**
        - **Did your students learn what you expected them to learn?**
        - **Identify assessment tool to do final check for understanding**
        - **Prepare homework to build support mastery**