






# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

2024- 2025 Lesson Plan Template

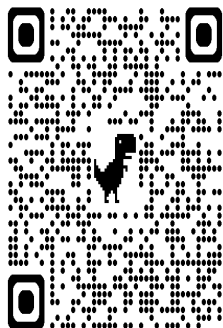

Teacher: **Mrs. MAYFIELD**

Subject: **ESOL**



Week of:	Monday	Tuesday	Wednesday / Thursday	Friday
<b>January 5, 2025</b> <b>January 11, 2025</b>	January 6, 2025	January 7, 2025	January 8, 2025 / January 9, 2025	January 10, 2025
<b>TEKS</b> <b>HAPPY NEW YEAR !</b>	Not Applicable <b>HAPPY NEW YEAR !</b>	9.9. D i, 9.7 D, 9.9 D iii, 9.10 A	9.9 D iii, 9.10 A <b>ELPS 5 E</b>	<b>ELPS 4 A, ELPS 5 E</b> <b>6.19 A, 6.19 C</b> <b>7.10 D, 7.11. Di, 8.10</b>
				
<b>Learning Objective</b>	<b>PROFESSIONAL</b>	<b>SWBAT</b> summarize the	<b>SWBAT</b> engage in a	<b>SWBAT</b> continue working

	<p><b>DEVELOPMENT DAY</b></p> <hr/> <p><b>INFORMATIONAL</b></p>	<p>controlling idea in a reading // text.</p> <hr/> <p><b>INFORMATIONAL</b></p>	<p><b>Noun - Setting</b></p> <ul style="list-style-type: none"> <li>- <b>Verb</b> activity before writing a Short - Constructed - Response. (Make inferences to write a short - constructed - response) Next, students will begin working on</li> </ul> <p><b>The Foundational Skills assignments found on The Foundational Skills</b> tab on <b>SUMMIT K - 12.</b></p> <p>Once all students have completed all sections of <b>The Foundational Skills</b> section, they must begin working on the <b>READING &amp; WRITING</b></p> <ul style="list-style-type: none"> <li>- <b>TEKS EDITING</b> tab on <b>SUMMIT K - 12.</b></li> </ul> <hr/> <p><b>MAKE INFERENCES,</b></p> <p><b>ANALYZE IMAGES,</b></p>	<p>on <b>Reading and Writing</b> on <b>SUMMIT K 12.</b></p> <hr/> <p><b>APPLY</b></p>
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			<p><b>WRITE A</b></p> <p><b>SHORT – CONSTRUCTED –</b></p> <p><b>RESPONSE</b></p> <p><b>Assignment:</b></p> <p><b>NSV - Noun, Setting, Verb</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li><b>- See Image Inferencing Short - Constructed Response Hand - out</b></li> <li><b>- See Short - Constructed Response Rubric</b></li> </ul>	
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			  <ul style="list-style-type: none"> <li>- Watch SCR video</li> <li>- <a href="https://youtu.be/wB3F8by2PQ4?si=hEgPO9o08LeMSs61">https://youtu.be/wB3F8by2PQ4?si=hEgPO9o08LeMSs61</a></li> </ul>	
<b>Higher Order Thinking Questions</b>	<b>A) What would make a parent decide to</b>	<b>A) What is the difference between</b>	<b>A) What assumptions can you make about</b>	<b>A) What is the purpose of punctuating</b>

	<p>abandon his or her child / children ?</p> <p>A parent: a mother or a father might abandon his child or children because _____ .</p> <p>B) Everyone can feel lonely in his or her life.</p> <p>Name _____ reasons why a person would feel lonely.</p> <p>A person would feel lonely because _____ .</p>	<p>To infer and an inference ?</p> <p>B) What is the purpose of punctuating sentences correctly ?</p>	<p>the people, objects, or setting in the image? Are these assumptions based on evidence from the image or prior knowledge?"</p> <p>B) Looking at Image #2, what do you predict will happen next?</p>	<p>phrases correctly ?</p> <p>B) Transform a list of bullet points into a cohesive paragraph, using different sentence structures to connect the ideas smoothly. Discuss the impact of your structural choices on the flow and clarity of the paragraph.</p>
<b>Agenda</b>	<p>1) DO NOW: Copy:</p> <p><b>ORPHAN</b></p> <p>A What is an</p>	<p>1) DO NOW: Ponder</p>	<p>1) DO NOW: Think of the</p> <p><b>Coordinating Conjunctions,</b></p> <p><b>FANBOYS</b></p>	<p>1) DO NOW: Go to</p> <p><b>SUMMIT K - 12</b> quietly. Start doing the assignments that have not been completed on The</p>

	<p>orphan?</p> <p>B An orphan is _____ .</p> <p>C Where does an orphan live?</p> <p><b>A An orphan is a child with no mother or no father. A child who does not have parents.</b></p> <p><b>B An orphan lives in an _____ .</b></p> <p><b>orphanage</b></p> <p>Total Physical Response</p> <p><u>STEP 1:</u></p> <p>What is a verb ?</p> <p><b>A verb is _____ .</b></p> <p>For example, Nilofar <b>helps</b> her mother <b>fold</b> the laundry.</p>	 <p>What makes <b>orphans</b> more prone to having a <b>low self - esteem</b> ?</p> <p>_____ make orphans more prone to having <b>low self - esteem</b>.</p> <p>Orphans are prone to having <b>low self - esteem</b> because _____ .</p> <p><b>Images of Orphans:</b></p> <p><b>A (One orphan)</b></p>	 <p>Which three do you think are used the most ?</p> <p>One minute timer</p> <p><a href="#">▶ 1 Minute Timer Amo...</a></p> <p><b>MRS # 1 Whiteboard</b></p> <p>2) <b>Write your answer</b></p> <p><b>About</b> <b>F A N B O Y S</b></p> <p><b>On your Whiteboard</b></p> <p><b>(Thirty Second Timer),</b></p> <p><b>T</b> to say, "Time's Up / <b>Expo markers down"</b></p>	<p><b>FOUNDATIONAL SKILLS and READING &amp; WRITING TEKS EDITING SKILLS.</b></p>
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**Helps** is an **action verb** conjugated in the Third Person Singular and **Fold** is an **action verb** conjugated in the Third Person Singular.

STEP 2: Show it.

Show your table partners an example of a verb:

If you chose **run**, then show the action of running in place.



**MRS # 1 Quick Write**

Write a sentence using an action verb.

(Two minutes)

 **2 Minute Christ...**

**MRS # 2**



**B Four or Five Orphans**



**C Many orphans**




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**

3) Read, “Orphans’ Lonely Beginnings Reveal How Parents Shape A Child’s

4) (Two minutes)

5)

6)  **2 Minute Chri...**

7)

8)

## TURN AND TALK

Student A: Read  
your  
sentence aloud to  
your partner.

(Thirty seconds)

📺 30 Second Timer

Student B: Read  
your  
sentence  
to your partner.

T: “Nice work. Now,  
all students - all As  
and all Bs clap twice  
if you truly did write  
an **action verb** in  
your sentences.”

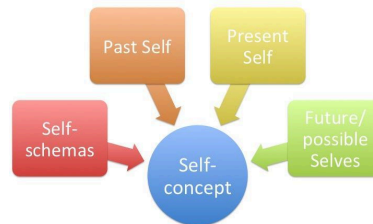
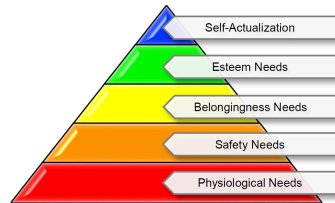
A **verb** is the action  
or state of being part  
of a sentence.

MRS # 4 ORAL  
CHORAL

LEARNING  
OBJECTIVE:

SWBAT understand  
New  
meaning of the word  
Orphan.

## D SELF - ESTEEM



## E LOW SELF - ESTEEM



**Students Will Be Able to recall what a Controlling idea is so that they will be able to identify it in a story revolving around the orphan theme.**

**Annie Sentence Stems:**

1) The girls were wearing\_\_\_\_\_ .

( Use **Nouns** to name what the girls shown in the video where wearing).

**OR**


2) Their clothing looked

\_\_\_\_\_.


3) Write what the girls were doing. Use **Action Verbs**.



2) Activate Prior

	<p>The girls were _____ .</p> <p>1) The girls' clothes were old and raggedy.</p> <p>The clothing was torn or ripped.</p> <p>2) Their clothing looked torn, simple, and unfashionable.</p> <p>3) The girls were</p> <p>Dancing, cleaning, singing, Washing the dishes, washing the windows, sweeping the floors and mopping the floors.</p> <p>KEY VOCABULARY</p> <p>Orphan</p> <p>Orphanage</p> <p>Controlling Idea</p> <p>Lonely</p>	<p>Knowledge</p> <p>Copy the sentence stem and fill - in the blank.</p> <p>What does <b>infer</b> mean?</p> <p>To <b>infer</b> is to _____ .</p> <p>It is a <b>verb</b> and an example of to <b>infer</b></p> <p>is , "From the frown on Juan's face, I could <b>infer</b> that he was unhappy."</p> <p>GO To SLIDE # 15:</p> <p>Infer and Inference on the H.I.S.D. Slide Deck.</p> <p>3) MRS # 1 Quick Write</p> <p>Write a sentence using <b>infer</b>.</p> <p>Record yourself reading your <b>INFER</b> sentence on <b>Vocaroo.com</b></p> <p>(Two minutes)</p> <p> 2 Minute Timer Bom...</p> <p>4) MRS # 2</p> <p>TURN AND TALK</p>		
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Student A: Read  
your  
sentence aloud to your  
partner.

(Thirty seconds)  
 30 Second Timer

Student B: Read  
your  
sentence to  
your partner.

T: “Nice work. Now, all  
students - all As and all  
Bs clap twice if you truly  
did write INFER in your  
sentences.”

4) T to read aloud the  
story found on  
[CommonLit.com](http://CommonLit.com),


Students listen and be  
ready to answer C.F.U.s .

5) MRS # 4 ORAL  
CHORAL

T to read the controlling  
idea in paragraph 1  
and students to echo.

Next, students to read  
aloud to their table

		<p>partners to identify the controlling idea thereafter. (Collaboration)</p> <p>6) <b>T</b> to read and identify the controlling idea in the next passage. <b>T</b> 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>		
<b>Demonstration of Learning</b>	Based on students' acquisition of new words, they will have a better comprehension of the story, "Orphans Lonely Beginnings" and will be able to respond to Reading Comprehension Questions with eighty - percent accuracy.	Given a text, students will summarize the controlling idea with at least eighty - percent accuracy.	Given a text, students will make inferences about an image that they have already viewed, analyzed, and discussed in class, in order to write a <b>Short - Constructed Response</b> first draft. Based on students' entire review of The Fundamentals of The English Language by way of digital platform <b>SUMMIT K 12</b> , students are preparing to meet their <b>TELPAS</b> goals with eighty - percent accuracy.	Based on the students' continued practice on the differentiated sections of <b>The SUMMIT K - 12</b> platform, students will build on what they know when doing <b>FOUNDATIONAL SKILLS - SETS</b> : Distinct Sounds, Antonyms, and Synonyms, with at least eighty - percent accuracy. Students will prepare for TELPAS by way of <b>Summit K - 12</b> modules and tasks.
<b>Intervention &amp;</b>	Visual Aids, Chunking	Visual Aids, Chunking	Assign Advanced Beginner	Ample time to quietly work

<b>Extension</b>	Extension, Extra Time	<p>Extension, Extra Time</p> <p>EXTENSION ACTIVITY:</p> <p><b>Short - Constructed Response</b></p> <p>Write a seven sentence paragraph about a time when you felt <b>lonely</b>. Did you feel like a Romanian orphan that you read about yesterday and today. Cite evidence from the passage to connect to the emotions that you felt.</p> <p>→ Where were you ? → How old were you? → What happened ?</p> <p>Answer in complete sentences using as much detail as you can.</p>	<p>partners with Low Beginner learners. Student Say Back (Teach Back)</p>	<p>on <b>SUMMIT K - 12</b> assignments, headphones</p>
<b>Resources</b>	<p>YouTube</p> <p> ANNIE (1982) - "...</p>	<p>"Orphans' Lonely Beginnings Reveal How Parents Shape A Child's Brain" (<a href="https://www.commonlit.com/worksheets/100/orphans-lonely-beginnings-reveal-how-parents-shape-a-childs-brain">CommonLit.com</a>)</p>	<p><b>Noun - Setting - Verb (N - S - V)</b> hand - out, Lined paper, <b>Short - Constructed Response</b> rubric, digital platform - <b>SUMMIT K 12</b></p>	<p>Digital platform - <b>SUMMIT K 12</b></p>