

WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential


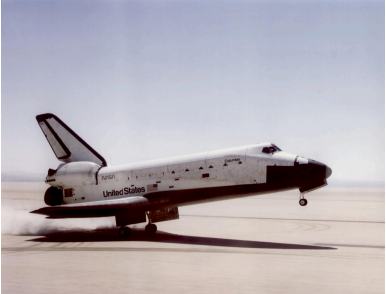
2024- 2025 Lesson Plan Template

Teacher: **Mrs. MAYFIELD**

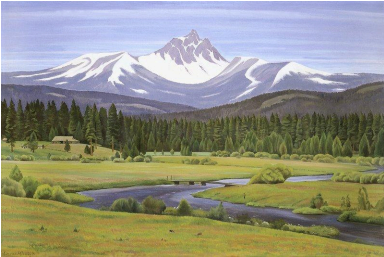

Subject: **ESOL**

Week of:	Monday	Tuesday	Wednesday / Thursday	Friday
December 08, 2024 December 14, 2024	December 09, 2024	December 10, 2024	December 11, / December 12, 2024	December 13, 2024
TEKS	9.7G, 9.7D, 9.9Di, 9.9E	9.9Ei, 9.9Eii, 9.9Eiii	ELPS #5E Employ increasingly complex grammatical structures in content area writing such as correct nouns, verbs, tenses, and pronouns correctly. ELPS #5F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases,	ESOL.9.2.A Acquire, demonstrate and apply phonetic knowledge ELPS 3 A: Practice pronouncing English words in an increasingly comprehensible manner ESOL 9.3.F Investigate Expressions such as idioms and word relationships such as

			clauses, and sentences.	antonyms and synonyms.
Learning Objective	SWBAT identify and analyze characteristics and structural elements of an argumentative text with an appropriate audience, topic, and use of engaging ideas.	SWBAT annotate a text to better understand the controlling idea in order to paraphrase a text.	SWBAT practice categorizing Nouns, Setting, Verbs on a tangible hand - out, and to complete syntax structure in a sentence in order to write a paragraph with a fluid organizational pattern. (Multi - Lingual Department's hand - out that Ms. Richardson gave me.)	SWBAT listen and repeat DISTINCT SOUNDS of The English Language and to learn, re - learn SYNONYMS and ANTONYMS on the SUMMIT K 12 platform to prepare them for the TELPAS EXAM that they will pass in February 2025.
Higher Order Thinking Questions	A What is a Space Race? B What is the purpose of writing an argumentative text ?	A What would you pack if you had only twelve hours left before you had to move to another	A What is the function of a CONJUNCTION in a sentence ? ▶ Schoolhouse Rock, ... B Would you want to fly in a space	A) How would one explain the difference between analyze and evaluate to an Emerging Bilingual student? B) How will

		<p>Planet?</p> <p>If I only had twelve hours left before I had to move to another planet, I would pack</p> <p>_____ .</p> <p>B) Would you want to fly in a space shuttle?</p> <p>Why ? or Why Not?</p> <p>Explain your answer.</p> <p>_____</p> <p>Yes,</p> <p>I would like to fly in a space shuttle because</p> <p>_____ .</p> <p>_____ .</p>	<p>shuttle?</p> <p>Why or Why not ?</p> <p>Explain your answer.</p>   <p>Yes,</p> <p>I would like to fly in a space shuttle because</p> <p>_____ .</p> <p>OR</p>	<p>learning synonyms and antonyms help you in your Native Language?</p> <p>C) How will learning synonyms and antonyms help you in English - Speaking countries?</p>
--	--	---	--	---

			<p>No, I would not want to fly in a space shuttle because _____.</p> <p>Possible answers:</p> <p>Yes, I would like to fly in a space shuttle to have a similar experience to astronauts. OR</p> <p>Yes, I think flying in a space shuttle would be exciting !</p>	
Agenda	<p>DO NOW:</p> <p>Students go to digital platform,</p> <p>NO RED INK.com and do the Part of Speech Assignment:</p> <p>https://noredink.com/signup/?utm_source=nb.sharemodal&utm_medium=referral&utm_campaign=copy&utm_content=</p>	<p>DO NOW:</p> <p>Students go to digital platform,</p> <p>NO RED INK.com and do</p> <p>The Conjunction</p> <p>Assignment. It will count as a QUIZ GRADE.</p> <p>Choose a VOCABULARY WORD and</p>	<p>1) DO NOW:</p> <p>IMAGE INFERENCING</p> <p>Image # 1</p> <p>Where is this and what is it a picture of...do you know which of the four seasons it might be ? Summer, Autumn. Winter, Spring ?</p> <p>Explain your answer.</p>	<p>1) VOCABULARY TEST</p> <p>2) ON - TRACK D.O.L. 12.13</p> <p>3) SUMMIT K 12 FOUNDATIONAL SKILLS:</p> <p>A) SYNTAX - Concepts of Print</p> <p>B) CAPITALIZATION //</p> <p>C) PUNCTUATION</p> <p>D) NOUNS</p>

	<p>tm_content=v4&utm_term=e_39OPO9</p> <p>Conjunctions</p> <p>For, And, Nor,</p> <p>But,</p> <p>Or, Yet, So,</p> <p>FANBOYS</p> <p>1) MRS ORAL</p> <p>CHORALE</p> <p>For !</p> <p>And !</p> <p>Nor !</p> <p>But !</p> <p>Or !</p> <p>Yet !</p> <p>So !</p> <p>Let's Le...</p>	<p>Draw a picture or a symbol of it.</p> <p>1) "The Space Race Is Over"</p> <p>By Paul Kingsnorth</p> <p>VOCABULARY WORDS</p> <p>ANNOTATE</p> <p>ANALYZE</p> <p>CHARACTERISTICS</p> <p>EXTINCTION</p> <p>GENES</p> <p>IDENTIFY</p> <p>SCIENTIFIC PROGRESS</p> <p>SPACE SHUTTLE</p> <p>TECHNOLOGY</p> <p>Using highlighters that Mrs. Mayfield has handed to students, they will color - code ANNOTATE, "The Space Race Is Over"</p> <p>By</p>	 <p>1 Minute and 30 Sec...</p> <p>Image # 2</p>  <p>Where is this and what is it a picture of...do you know which of the four seasons it might be ? Summer, Autumn. Winter, Spring ?</p> <p>Explain your answer.</p> <p>Which animals are in the pictures ? Can you identify people? What might their occupations be ?</p> <p>1 Minute and 30 Sec...</p>
--	---	---	--

	<p>QUICK RESPONSE On the large notecard, write two conjunctions that you learned about from the video you just watched.</p> <p>2) Higher Order Thinking</p> <p>Questions</p> <p>4) Read and discuss Story,</p> <p>“The Space Race is Over”</p> <p>By</p> <p>Paul Kingsnorth 2014</p> <p>5) Demonstration of</p>	<p>Paul Kingsnorth</p> <p>Making sure to highlight the PARTS OF SPEECH according to the COLOR - CODED ANNOTATIONS Guidelines.</p> <p>→ Highlight Adjectives, Nouns, and Verbs according to the color highlighter one has.</p> <p>→ Highlight Transition Words in Blue.</p> <p>TEACHER mini - lesson on TRANSITION WORDS; next she will pass the TRANSITION WORD hand - outs to students.</p> <p>→ Highlight Academic Vocabulary in Green.</p> <p>→ Circle words and phrases one does not know.</p> <p>→ ★ next to something that one finds interesting.</p> <p>Finally,</p> <p>Share Color - Coded Annotations with table partners.</p> <p>_____</p>	<p>2) REVIEW</p> <p>COORDINATING CONJUNCTIONS; SUBORDINATING CONJUNCTIONS.</p> <p>3) NSV –</p> <p>Noun, Setting, Verb // Sustantivo, Ambiente, Verbo</p> <p>4) MRS</p> <p>TURN AND TALK</p> <p>2 Minute Timer</p> <p>STUDENT A:</p> <p>Which nouns did you write for Image # 1?</p> <p>STUDENT B: I wrote mountain - range and snow.</p> <p>OR</p> <p>I wrote sky and river.</p> <p>_____</p>	
--	--	--	--	--

	<p>Learning</p>	<p>2) MRS ORAL CHORALE</p> <p>T to say definition of CONJUNCTION:</p> <p>“A conjunction is a PART OF SPEECH that joins phrases together to make one sentence. It is a noun.”</p> <p>Students to echo Teacher.</p> <p>3) Higher Order Thinking Questions</p> <p>A) What would you pack if you only had twelve hours left on Earth before moving to another planet ?”</p>	<p>_____ Student answers will vary.</p> <p>MRS # 2</p> <p>TURN AND TALK ▶ 2 Minute Timer</p> <p>STUDENT A:</p> <p>Which nouns did you write for Image # 1?</p> <p>STUDENT B: I wrote mountain - range and snow.</p> <p>OR</p> <p>I wrote sky and river.</p> <p>_____ _____ Student answers will vary.</p> <p>MRS # 2</p> <p>TURN AND TALK ▶ 2 Minute Timer</p>	
--	------------------------	---	--	--



Which **verbs** did you write for Image # 1 ?

I wrote **hiking** up the mountains and **searching** for forest animals.

OR

I wrote looking at the blue sky and fish swimming in the River.

Which **verbs** did you write for Image # 2 ?

Student A: I saw

(**noun**) + _____ (**verb**).

Student B: I saw _____

(**noun**) + _____ (**verb**).

Teacher Example:

I see lions **ambling** toward the white and yellow trucks.

I saw **caravanning** trucks of tourists on a Safari of Africa during summer. One man **held** his camera **to take** a picture of the **approaching** lions.



4) Read and discuss story

5) MRS Ink - Pair - Share

A symbol is a mark or drawing

Student answers will vary.

* If time is available -
Parts of Speech
Sentence
Stem Race

Next, refer back to the
5) NSV –

Noun, Setting, Verb //
Sustantivo, Ambiente, Verbo

Hand - out and direct students to use Image # 1 from the DO NOW to complete boxes 1 and 2 on the Noun, Setting, Verb hand - out.

Then, T to direct students to use Image # 2 from the DO NOW to complete boxes 3 and 4 on the Noun, Setting, and Verb hand - out.

MRS WHIP - AROUND

Student A to list the Nouns in Image Inference # 1.

Student B to list the

that represents an idea or a noun.

It can be abstract or concrete.

6) Demonstration of Learning

Verbs in Image # 1.

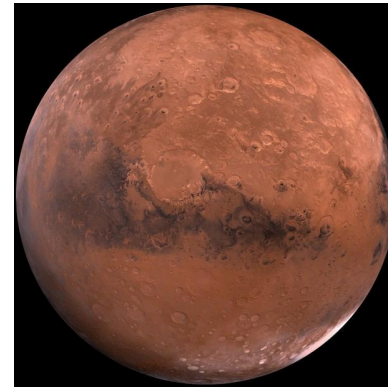
Switch roles and repeat concept with Image # 2.

4) ON - TRACK D.O.L.:

**12.11
H.I.S.D. Argumentative
Writing
Prompt:**

**“Write an essay arguing whether humans should or should not colonize Mars.
Moving to Mars Would Harm Earth’s Society.”**





6) Finish color -
coded
Annotations of,
“The Space Race
is Over” by
Paul
Kingsnorth.

-> See **Mrs.
Mayfield's**
supplemental
Google
Document.

7) EXTENSION:

SUMMIT K 12

→ ANTONYMS

→ **BASICS**

			→ PAST TENSE	
Demonstration of Learning	DOL: Given a text, students will analyze the controlling idea and word meanings in order to paraphrase a text with at least 80% accuracy.	<p>Given a text, students will identify and annotate it in order to critically examine it with eighty percent accuracy.</p> <p>Given a text, students will summarize, discuss and write the explicit or implicit meaning of an informational text with at least 80% accuracy.</p>	Based on Parts of Speech drills and the Houston Independent School District's, Noun, Setting, Verb (NSV) activity, students will retain the nine Parts of Speech while simultaneously improving their writing organizational patterns.	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 Sounds, Antonyms, and Synonyms, 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	<p>Allot more time to those who need it. Color - Coded Parts of Speech activity.</p> <p>Extension:</p> <p>VOCABULARY</p> <p>CONCEPT</p> <p>CUBE</p>	<p>Intervention: Do a quick Guided Review with students before VOCABULARY TEST.</p> <p>Do a Guided Practice with Students before releasing students to independently work on SUMMIT K - 12.</p>
Resources	Ed Puzzle			