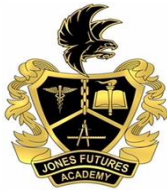




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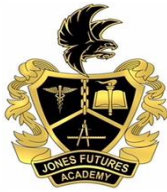
Week of: -Nov. 28-Dec. 2-2022 N.WmsQ.			
Course Title:ELA-9 TH Grade		Unit Title UNIT-3 Change Will Do You Good	
TEKS/Standards (As Written by the State): (R= Readiness, S= Supporting, P= Process) students are introduced to the various metacognitive strategies that strong readers engage in as they read. 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. 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 FOCUS) .			
Essential Vocabulary (Academic and Content Specific): Writing prompt, topic sentence, sentence structure, transitions, CUPSS			
Essential Skills/Connections (Pre-requisite skills, basic understanding students must have about the concept): deconstruction of writing prompts			
Instructional Strategies Bank (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			
Resources Used to Plan Lesson/Unit: Clever & chalk board/Word wall/District curriculum/Teacher generated models (R/W) Quizizz/Padlet			
Accommodations: laptops/E/Spanish dictionaries/Immersive tools/Summit K-12/Translator/Stems/ printed text/folders/journals/small groups Split screens	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	Sped: Clever/Summit K-12/Stems/small groups/technology/wait-time/printed text samples/folders/journals/ Split screens	Targeted Instruction: Reading /Writing/English mechanics

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



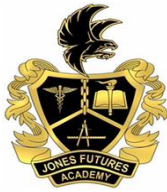
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lesson or unit?)	<ul style="list-style-type: none">• Reinforcement of the compare/contrast text structure.• Recall/create a structures paragraph.• Reading independent/small group/whole group. <p>TT models a diamante poem.</p> <p>Big Connection!</p> <p>TSW</p>	<p>Compare/Contrast Writing prompt</p> <ul style="list-style-type: none">• Write an essay about Homeschool vs. attending public school.	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	<p>Combining Sentences Practice</p> <p>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.</p> <p>Repeat/Review</p> <p>Subordinating Conjunctions to use-<i>because, since, although, if, unless, when, etc.</i></p> <p>Compound Sentences Directions: Add to these simple sentences to create compound sentences.</p> <p>Example:</p> <ol style="list-style-type: none">1. It is supposed to flood today.2. Coach Larry passed out the game day tickets.) Reading Quiz (45 minutes)						
	<ul style="list-style-type: none">• 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	<p>TS uses his/her laptop for greater engagement/learning when researching a variety of topics and typing various writings for publishing.</p>		<p>New Vocabulary</p> <p>TSW review lesson’s vocabulary to include:</p> <table><tr><th colspan="3">Vocabulary</th></tr><tr><td><ul style="list-style-type: none">• writing prompt</td><td><ul style="list-style-type: none">• deconstruct</td><td><ul style="list-style-type: none">• restate</td></tr><tr><td><ul style="list-style-type: none">• Thesis statement</td><td><ul style="list-style-type: none">• Introduction• Body paragraphs• Closing/Reflective statement</td><td><ul style="list-style-type: none">• compound sentences</td></tr></table>		Vocabulary			<ul style="list-style-type: none">• writing prompt	<ul style="list-style-type: none">• deconstruct	<ul style="list-style-type: none">• restate
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	<ul style="list-style-type: none"> gait 	expos ure	<ul style="list-style-type: none"> compo und sentenc es 	section of their journal.	
	<p>NEW CONTENT VOCABULARY</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"> LA.9.4. A Establish purpose for reading assigned and self-selected texts. ELA.9.10. D Compose essay in a professional structure. ELA.9.7.E.i Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion. 			<p>CONTINU ED from November 29th, 2022.</p>	



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<p>Do Now/Warm-Up (10 min) (It must review low standards from previous teaching or connect directly with current lesson)</p>	<p>Making Connections Do Now: TSW TS uses his/her laptop for greater engagement/learning when researching a variety of topics and typing various writings for publishing.</p> <ul style="list-style-type: none"> • create a 7-line diamante poem. Each of the lines will contain the part of speech discussed. • make connections to personal experiences, ideas in other texts, and society. <p>Read the two selections on ‘A Gentle Giant’ and “The Amazing: Gentle, Gigantic Giraffe” analyzing similarities/differences.</p>	<p>CONTINUE diamante from Nov. 28th</p>		<p>TSW review lesson’s vocabulary TSW practice on Quizizz the 5-paragraph essay. Review/recite/recall/compare skills from student’s letter writing activities.</p>	
<p>Instruction Whole Group/ Mini Lesson: (I Do) (10 min) This tapers by the end of the week. (Include your questions to check for understanding at this point in</p>	<div data-bbox="478 1045 619 1109" data-label="Section-Header"> <p>Learning Targets</p> </div> <p>Review: Questions: Poem How do I know I have written a diamante poem?</p> <p>Selections on similarities/differences What was the author’s purpose? What is theme and was the author successful in providing evidence of the theme?</p>	<p>CONTINUE diamante from Nov. 28th</p>	<p>Continued from Tuesday, Nov. 29th</p>	<p>Question: Does the essay have topic sentences, CUPS, transitions/transitional phrase, dev. of ideas, focus, closing sentences/reflection sentence? Reminder: the term essay is a synonym for composition.</p> <div data-bbox="1402 1266 1696 1299" data-label="Section-Header"> <p>Learning Targets</p> </div> <p>PEER EDIT ROUGH DRAFTS I can edit my peers Rough Draft for errors in CUPS/sentence structure errors, formatting and the use of appropriate/correct TRANSITIONS.</p>	



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the lesson cycle)	<p>Did I identify similarities/differences? How did I compare them to my real-life experiences in school, my community and state?</p> <p>Students: 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>			TSW Peer-Edit student's Rough Drafts.	
<p>Independent Practice: (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 Big Connection!</p> <p>The students create his her poems in a diamond format. NOTE: If time permits the student begin reading their selections.</p> <div data-bbox="378 1076 716 1477"> <p>Learning Targets</p> <p>I can recall how the different parts of the text connect to each other. I can analyze the similarities and differences between parts of the text. I can recall how previously read text are similar, different or</p> </div>	<p>CONTINUE diamante from Nov. 28th</p>	<p>Continued from Tuesday, Nov. 29th</p>	<p>Activities continued from Nov. 2nd./</p> <p>Based on the teacher's approval, the student's completed edited Rough Draft, he/she begin typing his/her Final Paper for publishing.</p> <p>TSW begin typing his/her (Rough Drafts) essays for publishing.</p>	<p>After Submitting Quiz:</p> <p>For students completing and submitting quiz earlier than designated time, he/she will work on typing his/her essay.</p>



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	<p>connected in other ways. Did students create his her poems in a diamond format</p> <p>Question: 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>					
Lesson Closure/Review: (5 min) (Close the lesson with an exit ticket or some type of whole group review)	Exit ticket		Completed Diamante poem	My Plan-Venn diagram		Exit ticket
Homework: (Designed to reinforce the day’s lesson something students can	BIs work in Summit K-12 writing/reading practice		BIs work in Summit K-12 writing/reading practice	Continued from Tuesday, Nov. 29th	Continued from Tuesday, Nov. 30th	



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do independently)					
Small Group/Station Learning: (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 _____.



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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**