Lesson Plans	ESOL Teacher- Angie Ross			
Week of:	February 24-28, 2025			
Teacher- Grade Subject- Time Delivery Model	Arbo (Arbo HR)- 3rd Reading- 8:50-9:25 Push-in	Patterson 3rd Reading- 9:35-10:10 Push-in	Arbo (Lescher HR)- 3rd Reading- 11:50-12:35 Push-in	Austell (Mahoney HR)- 4th Reading- 1:25-2:10 Push-in
Content Support	Support teacher w/ content/small group instruction.			
Focus Skill	Analyze text to identify main idea and supporting details			
Learning Target	I am learning how to analyze text to identify the main idea and supporting details.		I am learning to build my reading comprehension by reading leveled books. (Raz Kids)	
Success Criteria: (GSE) ELD Standards 2: Language Arts	I will be able to: (ELAGSE4RL3) ☐ Draw on details from the text to identify the main idea. Students are working on building vocabulary through practicing high frequency words.		I will be able to: (ELAGSE4RL & I10) ☐Select and read a Raz Kids leveled book fluently and accurately to build understanding of the text.	
Language Objective	Student will be able to: ☐ Identify and describe the main idea through words, thoughts, and actions in the text. Students will read in complete sentences utilizing the high frequency word just learned.		Student will be able to: ☐Refer to Raz Kids leveled book to help with comprehension and answer questions about the text accurately.	
Vocabulary	Main idea, text, inference About, better, it, it's,		Main idea, text, inference	
GMETS 1	I Do: Demonstrate how to read the text and draw on details from the text to analyze the main idea and identify supporting details from the text			
GMETS 2	We Do: TSW read the text and draw on details from the text to analyze the main idea through supporting details.			
GMETS 3	You Do: SW read the text and draw on details from the text to analyze the character's: traits, words, thoughts, actions.			
Feedback	SW share learning; TW provide feedback.			
Differentiation	If time permits M-FR: ● Raz Kids: Assist students as needed w/ Raz Kids Leveled text(s). ● MAP Growth: Assist students w/ IXL Map Growth Reading/ELA Skill Plan activities.			

Arbo HR	Patterson HR	Arbo (Lescher HR)	Austell (Mahoney HR)

If time permits M-FR:
● Lexia English (15 to 20 session)

Arbo HR	Patterson HR	Arbo (Lescher HR)	Austell (Mahoney HR)

Assessment	Benchmark: Unit 7 Week 1 Assessment

Lesson Plans	ESOL Teacher- Angie Ross	
Week of:	February 24-28, 2025	
Teacher- Grade Subject- Time Delivery Model	Brogan HR - 4th Writing 8:00-8:45 Push-in	Smith (Green HR)- 5th - 12:35-1:20 Push-in
Content Support	Support teacher w/ content/small group instruction.	
Focus Skill	Learning new vocabulary to use in descriptive writing	
Learning Target	ELAGSE4W10 ❏ **I can determine if I am writing to entertain, persuade, to inform, or to connect with others.** ❏ **I can determine the subject, purpose, occasion, and audience for my writing.** I am learning to build my reading comprehension by reading leveled books. (Raz Kids)	**ELAGSE5W3(a-e):** I am learning to write a text-based argumentative/opinion essay. I am learning to build my reading comprehension by reading leveled books. (Raz Kids)
Success Criteria: (GSE) ELD Standards 2: Language Arts	I will be able to: (ELAGSE5RL3) ☐ Draw on details from the text to describe a character.	I will be able to: (ELAGSE4RL & I10) ☐ I can explain the different types of figurative language that can be used. ☐ I can revisit my rough draft to insert more details such as figurative language, sensory words, adjectives, and preposition phrases. SC: I know I can when… I can use a text to determine my stance on a topic or issue. I can state my claim in a strong introduction. I can determine reasons and select evidence to support my claim. I can write a strong conclusion restating my ☐Select and read a Raz Kids leveled book fluently and accurately to build understanding of the text.
Language Objective	Student will be able to: ☐ Identify and describe the a variety of things utilizing the 5 senses focused on adjectives I can write for a variety of reasons to build stamina.	Student will be able to: I can share my thoughts and opinions about a topic in writing. ☐Refer to Raz Kids leveled book to help with comprehension and answer questions about the text accurately.
Vocabulary	**5 senses: Taste Smell Touch**	Vocab: opinion, introduction, persuade, evidence
GMETS 1	I Do: Demonstrate how to connect the 5 senses descriptions to a variety of things using adjectives using a color	I Do: Model the writing process
GMETS 2	We Do: Create a word wall linking adjectives new and old to the 5 senses.	We Do: Identify 3-4 reasons to support their opinion

GMETS 3	You Do: plan a "color" poem linking the color to each of the 5 senses	You Do: Identify reasons that support their opinion using evidence based text
Feedback	Students pair share and then each student shares their own learning from their partners connections.	
Differentiation	If time permits M-FR: ● Raz Kids: Assist students as needed w/ Raz Kids Leveled text(s). ● MAP Growth: Assist students w/ IXL Map Growth Reading/ELA Skill Plan activities. If time permits M-FR: ● Lexia English (15 to 20 session)	

Brogan HR	Smith (Green HR)

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