Berea MS Lesson Plan 2025 - 2026 Week (Specific Dates): 10/13 -10/17 Teacher: Anstead Grade/Subject: ESOL



| Unit Title: | Making a Difference | | |
|---|---|--|--|
| Unit Vocabulary: | Civil rights terms, suffrage terms, prepositions, irregular verbs, sequencing | | |
| Upcoming Common Assessments (MasteryConnect): | Selection 2 quiz some time next week | | |

| | Standard(s) + | Activating | Learning Experience | Formative or | Summarizing | WICOR, AVID |
|--|--|------------------------------|---|-------------------------|------------------------------|-----------------------------------|
| | Learning Objective | Experience | (Work Time: SB Materials and Resources, Vocab, | Summative Assessment(s) | Experience | and/or ELLevation Strategies |
| | | (Opening, may include | Scaffolds/Supports, SWRL, Costas) | | (Closing) | |
| | | "Scholar Starter") | | | | (aligned with learning objective) |
| and the same of th | Standard (write out): | POW & WOW- | Standards Based Materials & Resources: google | Formative: | Exit Slip Select the correct | Review of Graded Binder Check |
| T | | Scholars share lowlights and | slide presentation, goal cards, Lexia Level Target | interaction on peardeck | prepositions to | Binder Check |
| E | ELD Multilingual learners | highlights from | <u>Map</u> | | complete each | Data Sheet |
| S | will | weekend | Content/Academic Vocabulary: pow, wow; | Formative: teacher | sentence. | Goal Setting |
| D | the section obtains | | feedback; points, percentage, self-reflection; rights | observation | | godi setting |
| A Y | Learning Objective Skill (what), Content (why), Product (how): | | (protest, right, sign, vote, women); prepositions | | | Pre-Assessment |
| | | | ILAP/IEP/504 Scaffolds & Supports: paired oral and | | | Step 1 of Focused Note Taking |
| | I can | | written instruction, visuals, teacher modeling, highlighted terms, teacher example, sentence | | | (language) |
| | | | stems, guided notes, peer notes, word bank | | | |
| | | | Opportunities to SWRL: data sheet, goal setting, | | | |
| | | | pre-assessment of vocab, guided notes for language | | | |
| | | | | | | |
| | | | Costa's Levels of Thinking/Questioning: | | | |
| | | | Level 1: In what areas did you do well, and in what areas do you need to improve? Rate your understanding of | | | |
| | | | these words. Translate the prepositions into Spanish. | | | |
| | | | Level 2: Convert your points into a percentage. Complete | | | |
| | | | these sentences using the correct prepositions. | | | |
| | | | Level 3: What is your goal for this year? HOW are you | | | |

| | | | going to achieve your goal? What specific steps do you | | |
|--------------|--|--------------------|--|-----------------------|--|
| | | | need to take? | | |
| | Standard (write out): | Scholarly Starter- | Standards Based Materials & Resources: google | Formative: | |
| \mathbf{W} | , | | slide presentation, | interaction on | |
| E | ELD | | | peardeck | |
| D | Multilingual learners | | Content/Academic Vocabulary: rights (protest, | | |
| N | will | | right, sign, vote, women); prepositions (around, | Formative: teacher | |
| E | | | into, up, down, across) | observation | |
| S | Learning Objective | | | Observation | |
| D | Skill (what), Content (why), Product (how): | | ILAP/IEP/504 Scaffolds & Supports: paired oral and | | |
| A | (wny), Product (now): | | written instruction, visuals, teacher modeling, | | |
| \mathbf{Y} | l can | | highlighted terms, teacher example, sentence | | |
| | | | stems, guided notes, peer notes, word bank | | |
| | | | | | |
| | | | Opportunities to SWRL: | | |
| | | | Costa's Levels of Thinking/Questioning: | | |
| | | | Level 1: | | |
| | | | Level 2: | | |
| | | | Level 3: | | |
| | Standard (write out): | Scholarly Starter- | Standards Based Materials & Resources: google | Formative: | |
| T | Starragia (write out). | | slide presentation, | interaction on | |
| H | ELD | | | peardeck | |
| U | Multilingual learners | | Content/Academic Vocabulary: rights (protest, | | |
| R | will | | right, sign, vote, women); prepositions (around, | Formative: | |
| S | | | into, up, down, across) | teacher | |
| D | Learning Objective | | , | observation | |
| A | Skill (what), Content | | ILAP/IEP/504 Scaffolds & Supports: paired oral and | | |
| \mathbf{Y} | (why), Product (how): | | written instruction, visuals, teacher modeling, | | |
| | l can | | highlighted terms, teacher example, sentence | | |
| | | | stems, guided notes, peer notes, word bank | | |
| | | | | | |
| | | | Opportunities to SWRL: | | |
| | | | Costa's Levels of Thinking/Questioning: | | |
| | | | Level 1: | | |
| | | | Level 2: | | |
| | | | Level 3: | | |
| | Standard (write out): | Scholarly Starter- | Standards Based Materials & Resources: google | Formative: | |
| F | - Salisais (white out) | , | slide presentation, | interaction on | |
| R | ELD | | | peardeck | |
| | | | | | |

| Ι | Multilingual learners | Content/Academic Vocabulary: rights (protest, | Formative: | | |
|---|--|--|-------------|--|--|
| D | will | right, sign, vote, women); prepositions (around, | teacher | | |
| A | | into, up, down, across) | observation | | |
| Y | Learning Objective Skill (what), Content | | | | |
| | (why), Product (how): | ILAP/IEP/504 Scaffolds & Supports: paired oral and | | | |
| | | written instruction, visuals, teacher modeling, | | | |
| | I can | highlighted terms, teacher example, sentence | | | |
| | | stems, guided notes, peer notes, word bank | | | |
| | | Opportunities to SWRL: | | | |
| | | | | | |
| | | Costa's Levels of Thinking/Questioning: | | | |
| | | Level 1: | | | |
| | | Level 2: | | | |
| | | Level 3: | | | |