

ELA/ ENL Lesson Plan

Educator's Name:	Abby Slippen	School:	Oak Park Elementary
Grade Level/ Subject:	Grade 5 ELA (HMH)		
Appointment Status:	ENL Leave Replacement Position/ Permanent Substitute Teacher		
Evaluators Name and Title:	Lisa Catandella- Principal Oak Park Elementary School	Date:	April 24, 2025

Curriculum Standards Identify the curriculum standards to be taught; connect with other standards within and outside the discipline.	New York State Next Generation English Language Arts Learning Standards 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL) 5W1a: Introduce a precise claim and organize the reasons and evidence logically. 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
Student/ Class Profile Identify any accommodations in instruction to meet student learning needs.	5th Grade ENL class currently contains 22 students: 2 Expanding ENL 4 commanding ENL 16 General Education Students 1 student with an IEP Students will complete group work in heterogeneous groups except for one group of expanding/ commanding students.
Learning Outcomes Identify the important concepts and skills that students will be expected to learn.	Learning objective: Students will be able to disclaim the information presented in a text to show why it's not factual. Language objective: Students will be able to correctly use newly acquired vocabulary (claim, myth, disprove) when debunking their myth. Students will analyze myths, and find claims presented by the author that supports the myth. By collaborating with their group

	mates, they will discuss claims presented by supporters of their myth, and disprove them by creating a logical explanation for the claim. Each group of students will use their findings to create a “myth buster presentation.” To connect the idea of “myth busting” or disproving untrue claims to students' lives, they will answer an extension question which challenges students to think about how they can disprove information they may see online, on social media or in other texts they encounter.
Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.	Formative assessment: discussion, guided discussion, small group work, graphic organizer Summative assessment: group presentation, extension question.
Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, and a closing activity.	Warm-up: The teacher will reintroduce the topic of myths and will mention the passage students have already read about bigfoot. They will be asked “What kind of information did we focus on while reading this text?” (anticipated answers: claims, reasons why people believe in bigfoot). The teacher will explain that we will continue the search for claims while reading myths. The teacher will introduce the text “The Skunk Ape: Florida’s Bigfoot.” The teacher will explain that together, the class will read this mini article to look for claims or information presented about bigfoot from the perspective of supporters. 1. Students will be asked to highlight the claims of supporters of the “Skunk Ape” as the teacher reads the passage aloud. 2. Together we will analyze evidence of the Skunk Ape being real. We will discuss ways to think critically about these facts, and come up with a logical explanation to debunk the myth of the Skunk Ape. Small Group Investigation: The teacher will explain that in groups, students will be “myth busters” and read and analyze a passage about a myth. Each group will read a different text about a myth (these have been chosen by the teacher to ensure appropriateness). 1. Before starting, we will discuss the class “I Can” statement “I can disclaim the information presented in a text to show why it's not factual.”

	2. Then students will use an organizer to list the claims they collected from the article, and determine a logical explanation for the claim. Closing Activity: Each group will present their myth and the reasons they found to debunk it. Each group must speak during the presentation, and they must explain: 1. The story behind the myth 2. Claims stated by believers of the myth 3. The groups logical explanations of the claims Extension Question: Students will individually complete an exit ticket and answer the question, “Why is it important to critically think about texts like myths, and uncover logical facts? Apply this to your life, Why should you be critical about texts (social media posts, tik toks, videos or articles) you might encounter?”
Adjustments/ Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.	- Modeling - Prior knowledge - Small group instruction - Peer assistance - Teacher assistance in monitoring small groups
Groups How will students be grouped for each activity of the lesson?	- Students will be grouped heterogeneously except for one group which will contain homogeneously grouped ENL students. The teacher will work closely with this group to guide and clarify information when needed, they will also analyze a myth passage of a lower lexile level. Group 1: Expanding and Commanding ENL students Groups 2-5: Heterogeneous groupings
Resources Identify resources and materials needed for the lesson.	- Graphic organizer - Highlighters - “The Skunk Ape (Florida’s Bigfoot)” text - "El Chupacabra: Monster or Myth?"text - “La Llorona: The Weeping Woman" text - "The Loch Ness Monster: Legend of the Lake" text - “The Mongolian Death Worm: Fact or Fiction?” text - "The Myth of the Yeti: Fact or Fiction?" text - Extension question handout - Pencils

	- Aquos board Past resources: - HMM story "Finding Bigfoot: Everything You Need To Know." - Graphic organizer - "What is a Myth" powerpoint notes
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