



Overton High School- Station Rotation Lesson Plan



Subject: _____ ESL _____ **Teacher:** _____ Ms. Merriweather _____

Learning Goals / PBO(s)

What will students be able to do after rotating through stations?(Standards based)

Week of: 8/29-9/02 2022

9-10.L.VAU.6 ACQUIRE AND ACCURATELY USE GENERAL ACADEMIC AND DOMAIN SPECIFIC WORDS AND PHRASES SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE POST-SECONDARY AND WORKFORCE READINESS LEVEL.

DEMONSTRATE INDEPENDENCE IN BUILDING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

Opening / Whole Group Instruction

How will you begin the lesson? What information needs to be provided before the students rotate through stations?

- Review standards with students.
- Discuss Unit Goals.
- Unload Lesson Academic Vocabulary.
- Station Rotation.

Stations (Gradual Release)	Teacher Led (I Do)	Small Group Collaboration (We Do)	Tech Infused (You Do)
Time at Station	15 minutes	15 minutes	20 minutes
Skill or Knowledge students will learn at this station	Do Now: Vocabulary Chart/Graphic Organizer	Notice: How does each group or pair perform. Notices the students strengths and weakness. How do they problem solve? How do the students apply previous knowledge to complete the task.	Monitor How the student works INDEPENDENTLY outside of the group to complete the task. Do they use context clues to determine words with unknown meaning or are they simply searching and complying information.
Description of the activity and assessment plan	Speaking: Get EL's engaged in verbal interaction in English on topics related to academia.	Engagement: All students will write on their own paper each member will explore to complete a task.	Monitor the progression of each group. Are all members actively participated? Is the weight of the task being evenly distributed? Are the students willingly working collaboratively?
Necessary resources	Textbook, Monitor/Projector/ Pencil Paper.	Textbook, Monitor/Projector/ Pencil Paper.	Student Book, Paper, Pencils, Organizers, Dictionary, Word Finder, Thesaurus.
Differentiation if applicable	Accommodations and Modifications are embedded within the lesson for EL's. Students with an IEP or 504 Plan will receive accommodations as specified in their IEP.	Accommodations and Modifications are embedded within the lesson for EL's. Students with an IEP or 504 Plan will receive accommodations as specified in their IEP.	Accommodations and Modifications are embedded within the lesson for EL's. Students with an IEP or 504 Plan will receive accommodations as specified in their IEP.

Closing / Whole Group

How will you close out the lesson?

PROVIDE: Vocabulary Checkup ~ Teacher will read the definition of the word and will ask students to raise their hand if they can provide the word in English that is being defined.

Day 1: I Can Determine the meaning of unfamiliar words using the Frayer Model to demonstrate and guide my understanding.

Day 2: I can answer text dependent questions.

Day 3: I can make inferences by drawing conclusions from information evidenced in the text.

Day 4: I can read informational text and draw conclusions.

Day 5: I can draw conclusions based on information provided via text or video.

Data Collection

What data will be used to identify individual student progress?

Completed student class work along with teacher observations of students in groups/pairs and their independent practice will all be used to measure student performance. EL's CAN DO indicators mastered throughout the lesson based on their WIDA score and ILP.

Resources:

[ELA Sample Schedules](#) / [Math Sample Schedules](#) / [Science Sample Schedules](#)
