

## Appendix C

### Multi-subject Push-in Plan

| Time/<br>Teacher<br>Leadership   | ELA 9-12   | Social Studies 10th   | Science 9th  |
|--|--|---|--|
| 5 minutes<br><i>Content Teacher leads</i>  | <b>Introduce</b><br>Standards, Agenda, EQ  | <b>Introduce</b><br>Standards, Agenda, EQ   | <b>Introduce</b><br>Standards, Agenda, EQ  |
| 20 minutes<br><i>Co- teacher leads this EL</i>   | <b>Vocabulary</b> pre-teach<br>Learn new vocabulary in context.<br>Review grammar in context.<br><br>Use Sadlier Oxford SAT words text, quizlet sets, PPTs, visuals, literary terminology from literature books.   | <b>Vocabulary</b> - pre-teach<br>Unpack key vocabulary from the standards, utilizing quizlet sets, PPTs, visuals, textbook.   | <b>Vocabulary</b> - pre-teach<br>Key vocabulary for daily lesson, utilizing a vocabulary log in which students fill in words, definitions, reminding words, and a picture.<br>Interactive games and manipulatives to aid in comprehension and retention.   |
| 20 minutes<br><i>Content Teacher Leads</i>   | <b>Content Instruction</b><br><br><b>Content</b> - Teacher reviews previous day's lesson. Introduces new content in the form of PPT presentation, board notes with visuals, discussion with students.<br><br><b>Differentiation</b> EL/SPED students receive PPT print outs, cloze procedure notes, highlighted notes, depending on their language level.  | <b>Content Instruction</b><br><br><b>Content</b> - Teacher reviews previous day's lesson. Introduces new content in the form of PPT presentation, board notes with visuals, discussion with students.<br><br><b>Differentiation</b> -EL/SPED students receive PPT print outs, cloze procedure notes, highlighted notes, depending on their language level.  | <b>Content Instruction</b><br><br><b>Content</b> - Teacher reviews previous day's lesson. Introduces new content in the form of PPT presentation, board notes with visuals, discussion with students.<br><br><b>Differentiation</b> EL/SPED students receive PPT print outs, cloze procedure notes, highlighted notes, depending on their language level.  |
| 20 minutes<br><i>Co-teacher (or teachers if EL and SPED) lead Content teacher as expert.</i><br><br><i>Application of content</i>                            | <b>Group or Partner Work</b><br>Groups differentiated in a blend of SPED, EL and General Ed students.<br><br><b>Content</b> - leveled content, provide supplementary reading materials at their reading level and a step above. Graphic organizers with guided notes and key points.<br><br><b>Support</b> - one-on-one instruction with support teachers. Paired with higher level students to work together.   | <b>Group or Partner work</b><br>Groups differentiated in a blend of SPED, EL and General Ed students.<br><br><b>Content</b> - leveled content, provide supplementary reading materials at their reading level and a step above. Graphic organizers with guided notes and key points.<br><br><b>Support</b> - one-on-one instruction with support teachers. Paired with higher level students to work together.  | <b>Group or Partner work</b><br>Groups differentiated in a blend of SPED, EL and General Ed students.<br><br><b>Content</b> - leveled content, lab assignments and activities. Guided notes, simplified activities for EL/SPED students that need them.<br><br><b>Support</b> - one-on-one instruction with support teachers. Paired with higher level students to work together.  |
| 20 minutes<br><i>Content teacher- leads</i><br><br><i>Co-teacher (or teachers if EL and SPED) assist with students.</i><br><br><i>Application of content</i> | <b>Product- Group work</b><br><br>(Could also be a time for individual work and/or short video clips)<br>Time to either <u>present</u> their group work findings or <u>continue working</u> on activity depending on how in-depth the lesson is.<br><b>Support</b> - Co-teachers will assist with guided and leading questions. Prepare students with lower level language acquisition prompts to read and guided cues for presentations.<br><br>Graphic organizers and guided notes to fill out during presentations. Sit with EL students during presentations if possible to model writing down key points.<br><br><b>Teachers</b> - define and explain difficult vocabulary<br><br>Emphasize language of the standards<br><br>This could also be a time for individualized work. | <b>Product- Group work</b><br><br>(Could also be a time for individual work and/or short video clips)<br>Time to either <u>present</u> their group work findings or <u>continue working</u> on activity depending on how in-depth the lesson is.<br><b>Support</b> - Co-teachers will assist with guided and leading questions. Prepare students with lower level language acquisition prompts to read and guided cues for presentations.<br><br>Graphic organizers and guided notes to fill out during presentations. Sit with EL students during presentations if possible to model writing down key points.<br><br><b>Teachers</b> - define and explain unfamiliar vocabulary<br><br>Emphasize language of the standards | <b>Product- Group work</b><br><br>(Could also be a time for individual work and/or short video clips)<br><br>Time to either <u>present</u> their group work findings or <u>continue working</u> on lab depending on how in-depth the lesson is.<br><b>Support</b> - Co-teachers will assist with guided and leading questions. Prepare students with lower level language acquisition prompts to read and guided cues for presentations.<br><br>Graphic organizers and guided notes to fill out during presentations. Sit with EL students during presentations if possible to model writing down key points.<br><br><b>Teachers</b> - define and explain unfamiliar vocabulary<br><br>Emphasize language of the standards |
| 5 minutes<br><i>Content teacher leads</i>  | <b>Wrap Up and Review</b><br>Standards covered, outcomes of Agenda and EQ (Product)<br><br><b>Formative assessment</b> - ticket out the door   | <b>Wrap Up and Review</b><br>Standards covered, outcomes of Agenda and EQ (Product)<br><br><b>Formative assessment</b> - ticket out the door  | <b>Wrap Up and Review</b><br>Standards covered, outcomes of Agenda and EQ (Product)<br><br><b>Formative assessment</b> - ticket out the door   |