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|  | **Monday, 10/10** |
| **(Student will…)**  **Language objective**  **Common core standards/ ELD STANDARDS** | **HOLIDAY** |
| **Teacher Activities** |  |
| **Student Activities** |  |
| **Differentiated Learning Styles** |  |
| **Assessment/Evaluation** |  |
| **Academic Vocabulary** |  |
| **Additional Research/ Resources**    **Strategy** |  |
|  | **Tuesday, 10/11** |
| **Objective**  **(Student will…)**  **Language objective**  **Common core standards/ ELD STANDARDS** | Identify key plot elements of conflict and climax and analyze how characters is developed Through words and actions Students will read a creation myth, to identify the plot elements  We will learn to identify key plot elements of a story and analyze how characters is developed through words and actions Students will read a creation myth, to identify the plot elements, and work in groups  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  RL. 7.1 Cite several pieces of textual evidence to support analysis of what the text says knowledge to support their progress form level to level of language proficiency  RL.7.3 Analyze how particular elements of a story or drama interact  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech(e.g. literary, biblical, an mythological allusions) in context  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression |
| **Teacher Activities** | **Student will label the plot diagram and read the story Phaethon they will identify all characters in the story and the characterization for each character and put the story into chronological order and place it in the plot diagram and continue their rotations** |
| **Student Activities** | **Student will continue on working on the story “Phaethon” They will identify all characters in the story and the characterization for each character and put the story into chronological order and place it in the plot diagram and began their rotations** |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL and Bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?    \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
| **Academic Vocabulary** | Genre (género) ,stanza (estrofa), autobiography (autobiografías) narrative( narrative) y (personal narrative) ,hyperbole (hyperbole), onomatopoeia (onomatopeya)context clue ( clave de context) simile( símil) dialogue (diálogo) sensory details ( sensoriales detalles), imagery (imagineria), and transition (trancicion) Symbolism/ Simbolismo , Personication, personificación, Theme ( tema),Characterization(caracterizacion), myth(mito),chronological order, (orden cronologico) |
| **Additional Research/ Resources**    **Strategy** | Evaluanciones diagnósitcas y de ubicación <http://www.scholastic.com>  Systemm44 and Reading 180 and Rosetta Stone  K12education.com  Computers  Think- Pair-share and peer tutoring |
|  | **Wednesday,10/12** |
| **Objective**  Language objective  **Common core standards/ ELD STANDARDS** | Identify key plot elements of conflict and climax and analyze how characters is developed through words and actions Students will read a creation myth, to identify the plot elements  We will learn to identify key plot elements of a story and analyze how characters is developed through words and actions Students will read a creation myth, to identify the plot elements, and work in groups  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and knowledge to support their progress form level to level of language proficiency  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  RL. 7.1 Cite several pieces of textual evidence to support analysis of what the text says knowledge to support their progress form level to level of language proficiency  RL.7.3 Analyze how particular elements of a story or drama interact  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech(e.g. literary, biblical, an mythological allusions) in context  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression |
| **Teacher Activities** | **Remind the students what is expected from them on this assignment and go over characterization and the plot diagram to reassure they understand what is expected from them on this assignment and began rotations**  **Students will continue working reading the story “Phaethon” They will identify all characters in the story and the characterization for each character and put the story into chronological order and place it in the plot diagram and began rotations** |
| **Student Activities** |  |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL, and bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?      \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
| **Academic Vocabulary** | Genre (género) ,stanza (estrofa), autobiography (autobiografías) narrative( narrative) y (personal narrative) ,hyperbole (hyperbole), onomatopoeia (onomatopeya)context clue ( clave de context) simile( símil) dialogue (diálogo) sensory details ( sensoriales detalles), imagery (imagineria), and transition (trancicion) Symbolism/ Simbolismo , Personication, personificación, Theme ( tema),Characterization(caracterizacion), myth(mito),chronological order, (orden cronologico) |
| **Additional Research/Resources**    **Strategy** | English for the Spanish Speaker <http://www.scholastic.com>  Prentice hall writing and grammar  System44 and Reading 180 and Rosetta Stone  Think- Pair-Share and peer tutoring |
|  | **Thursday, 10/13** |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | Identify key plot elements of conflict and climax and analyze how characters is developed through words and actions Students will read a creation myth, to identify the plot elements  We will learn to identify key plot elements of a story and analyze how characters is developed through words and actions Students will read a creation myth, to identify the plot elements, and work in groups  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and knowledge to support their progress form level to level of language proficiency  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  RL. 7.1 Cite several pieces of textual evidence to support analysis of what the text says knowledge to support their progress form level to level of language proficiency  RL.7.3 Analyze how particular elements of a story or drama interact  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech(e.g. literary, biblical, an mythological allusions) in context  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression |
| **Teacher Activities** | **Remind the students what is expected from them on this assignment and go over characterization and the plot diagram to reassure they understand what is expected from them on this assignment and began rotations** |
| **Student Activities** | **Students will continue working reading the story “Phaethon” They will identify all characters in the story and the characterization for each character and put the story into chronological order and place it in the plot diagram and began rotations** |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL and bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?    \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
| **Academic Vocabulary** | Genre (género) ,stanza (estrofa), autobiography (autobiografías) narrative( narrative) y (personal narrative) ,hyperbole (hyperbole), onomatopoeia (onomatopeya)context clue ( clave de context) simile( símil) dialogue (diálogo) sensory details ( sensoriales detalles), imagery (imagineria), and transition (trancicion) Symbolism/ Simbolismo , Personication, personificación, Theme ( tema),Characterization(caracterizacion), myth(mito),chronological order, (orden cronologico) |
| **Additional Research/Resources**      **Strategy** | Evaluanciones diagnósitcas y de ubicación  Google translate , and computers, System44, Reading 180,and Rosetta Stone      Think- Pair-Share and peer tutoring |
|  | **Friday, 10/14** |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | Create a draft of an original myth  We will learn to create an original myth that explains a belief, custom or natural phenomenon through the actions of gods and we will work in groups  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and knowledge to support their progress form level to level of language proficiency  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  RL. 7.1 Cite several pieces of textual evidence to support analysis of what the text says knowledge to support their progress form level to level of language proficiency  RL.7.3 Analyze how particular elements of a story or drama interact  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech(e.g. literary, biblical, an mythological allusions) in context  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression  **W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e**.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **Teacher Activities** | **Assign topics for original myth. Explain the expectations go over the rubric for the assessment** |
| **Student Activities** | **Students will create draft on a myth** to create an original myth that explains a belief, custom or natural phenomenon through the actions of gods and will work in groups |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL and bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?    \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
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| **Additional Research/Resources**      **Strategy** | Google translate  Think-pair-share |