|  |  |
| --- | --- |
|  | **Monday 10/5** |
| **(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 Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  We will learn the plot diagram and analyze how characters is developed through words and actions and identify the plot elements. 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  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. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn for the text  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.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. Literary, biblical, and 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** | **Expose and Explain what is the plot diagram and what is expect from them on their assignment** |
| **Student Activities** | **Student will label the plot diagram and read the story Arachne 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** |
| **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 |
| **Additional Research/ Resources**    **Strategy** | Evaluanciones diagnósitcas y de ubicaciónand computers System44 and Reading 180 and Rosetta Stone  <http://www.scholastic.com>  K12education.com      Think- Pair-Share and peer tutoring |
|  | **Tuesday, 10/6** |
| **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 Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  We will learn the plot diagram and analyze how characters is developed through words and actions and identify the plot elements. 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  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. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn for the text +  RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings  W.7.5c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another  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, and 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** | **Expose and Explain what is the plot diagram and what is expect from them on their assignment** |
| **Student Activities** | **Student will label the plot diagram and read the story Dedalo e Icaro 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** |
| **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 |
| **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,10/7** |
| **Objective**  Language objective  **Common core standards/ ELD STANDARDS** | Student will identify and use a common and proper nouns in a sentence  6th period: Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  We will learn to identify, and use common and proper nouns in a sentence, 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  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. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn for the text  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.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. Literary, biblical, and 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** | **Go over what common and proper nouns and do a short activity with students on common and proper nouns .Hand out work sheets and tell them what is expected from them on this assignment.** |
| **Student Activities** | **Students will complete the work sheet on common and proper they will write the common and proper noun in each sentence and identify if it’s a common or proper noun in a sentence** |
| **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 |
| **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, 10/08** |
| **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 Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  We will learn the plot diagram and analyze how characters is developed through words and actions and identify the plot elements. 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  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. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn for the text  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.7.6 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** |
| **Student 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** |
| **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/caracterización,myth(mito), chronological orde/orden cronológico, character,( personajes) |
| **Additional Research/Resources**      **Strategy** | Evaluanciones diagnósitcas y de ubicación  <http://www.scholastic.com>  K-12.com  and computers System44 and Reading 180 and Rosetta Stone      Think- Pair-Share and peer tutoring |
|  | **Friday, 10/09**   . |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | **HOIDAY** |
| **Teacher Activities** |  |
| **Student Activities** |  |
| **Differentiated Learning Styles** |  |
| **Assessment/Evaluation** |  |
| **Academic Vocabulary** |  |
| **Additional Research/Resources**      **Strategy** |  |