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|  | **Monday 9/5** |
| **(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, 9/6** |
| **Objective**  **(Student will…)**  **Language objective**  **Common core standards/ ELD STANDARDS** | |  | | --- | | Using **context clues** to figure out meanings of unfamiliar words Using word parts to figure out meanings of unfamiliar words  6th period: Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  We will learn using context clues to figure out meanings of unfamiliar words  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 need  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.7.6 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 is context clue how to find the meaning of a word you don’t know and go over comprehension** |
| **Student Activities** | **Students will read paragraph and determine the meaning of the underline word by finding the context clue word in the story. They will also highlight the supporting detail in the story for each question. They will also draw a comic strip using dialogue** |
| **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) |
| **Additional Research/ Resources**    **Strategy** | Evaluanciones diagnósitcas y de ubicación Systemm44 and Reading 180 and Rosetta Stone  Computers  Think- Pair-share and peer tutoring |
|  | **Wednesday, 9/7** |
| **Objective**  Language objective  **Common core standards/ ELD STANDARDS** | |  | | --- | | Using **context clues** to figure out meanings of unfamiliar words Using word parts to figure out meanings of unfamiliar words  6th period: Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English    We will learn using context clues to figure out meanings of unfamiliar words  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 need  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.7.6 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 is context clue how to find the meaning of a word you don’t know and go over comprehension** |
| **Student Activities** | **Students will read paragraph and determine the meaning of the underline word by finding the context clue word in the story. They will also highlight the supporting detail in the story for each question. They will also draw a comic strip using dialogue** |
| **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) |
| **Additional Research/Resources**    **Strategy** | Evaluanciones diagnósitcas y de ubicación Systemm44 and Reading 180 and Rosetta Stone  Computers  Think- Pair-share and peer tutoring |
|  | **Thursday, 9/8** |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | Using **context clues** to figure out meanings of unfamiliar words Using word parts to figure out meanings of unfamiliar words  6th period: Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  We will learn using context clues to figure out meanings of unfamiliar words  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.7.6 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** | **Refreshing on context clue how to find the meaning of a word you don’t know and go over comprehension** |
| **Student Activities** | **Students will read “¿ Sopa o Ensalada?” They will answer all questions pertaining the story and also find the meaning to the underline word by finding the context clue word in the story.** |
| **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) |
| **Additional Research/Resources**      **Strategy** | Evaluanciones diagnósitcas y de ubicación  and computers Systemm44 and Reading 180 and Rosetta Stone      Think- Pair-Share and peer tutoring |
|  | **Friday, 9/2** |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | Using **context clues** to figure out meanings of unfamiliar words Using word parts to figure out meanings of unfamiliar words.  6th period: Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  We will learn using context clues to figure out meanings of unfamiliar words  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.7.6 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** | **context clue how to find the meaning of a word you don’t know and go over comprehension** |
| **Student Activities** | **Students will read “A La Medianoche” They will answer all questions pertaining the story and also find the meaning to the underline word by finding the context clue word in the story.** |
| **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) |
| **Additional Research/Resources**      **Strategy** | Evaluanciones diagnósitcas y de ubicaciónand computers Systemm44 and Reading 180 and Rosetta Stone      Think- Pair-Share and peer tutoring |