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|  | **Monday, January 22** |
| **(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, January 23** |
| **Objective**  **(Student will…)**  **Language objective**  **Common core standards/ ELD STANDARDS** | Student will identify flashback in a story  Student will be able to identify flashback in a story and work independently  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  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  RI. 7.2 Determine two or more central ideas in a text an analyze their development over the course of the text; provide an objective summary of the text  Ri.7.3 Analyze the interactions between individuals , events and ideas in a text ( how ideas influence individuals or events , or how individuals influence ideas or events  RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  RL.7.10 Read and comprehend literature, including stories , dramas, and poems, with scaffolding as needed at the high end of the range  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  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** | **Repeat what is flashback / narración retrospective and put a few examples on the overhead** |
| **Student Activities** | **Student will continue their assignment from Wednesday read La Mañana de San Juan and will complete critical thinking questions pesamiento critico questions 1-3 and narración retrospective question 1-3**  **Rotations: whole group, small group, computers, independent reading.** |
| **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** | Google translate  Teach-nology.com  Think-pair-share and peer tutoring |
|  | **Wednesday, January 24** |
| **Objective**  Language objective  **Common core standards/ ELD STANDARDS** | Student will understand how analogies are used, and make comparisons between concepts, and complete analogies  Student will be able to understand how analogies are used, and make comparisons between concepts, and complete analogies, 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.  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  RI. 7.2 Determine two or more central ideas in a text an analyze their development over the course of the text; provide an objective summary of the text  Ri.7.3 Analyze the interactions between individuals, events and ideas in a text (how ideas influence individuals or events, or how individuals influence ideas or events  RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  RL.7.10 Read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed at the high end of the range  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  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** | **Define what is analogy and show a few examples on bell work on analogy , and go over instruction what exactly is expected from them on the assignment** |
| **Student Activities** | **Students will complete a work sheet on analogy and they will compare the two words that have a relationship with similar meaning**  **Rotations: whole group, small group, computers, independent reading.** |
| **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 learn?    * 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** | Google translate  Teach-nology.com  Think- Pair-Share and peer tutoring |
|  | **Thursday, January 25** |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | Student will understand how analogies are used, and make comparisons between concepts, and complete analogies  Student will be able to understand how analogies are used, and make comparisons between concepts, and complete analogies, 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  RI. 7.2 Determine two or more central ideas in a text an analyze their development over the course of the text; provide an objective summary of the text  RI.7.3 Analyze the interactions between individuals, events and ideas in a text (how ideas influence individuals or events, or how individuals influence ideas or events  RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  RL.7.10 Read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed at the high end of the range  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  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** | **Repeat and review what is an analogy and go over instruction what exactly is expected from them on the assignment** |
| **Student Activities** | **Students will complete a work sheet on analogy and they will compare the two words that have a relationship with similar meaning**  **Rotations: whole group, small group, computers, independent reading.** |
| **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 learn?    * 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** | Google translate  Teach-nology.com |
|  | **Friday, January 26,** |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | Student will understand how analogies are used, and make comparisons between concepts, and complete analogies  Student will be able to understand how analogies are used, and make comparisons between concepts, and complete analogies, 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  RI. 7.2 Determine two or more central ideas in a text an analyze their development over the course of the text; provide an objective summary of the text  Ri.7.3 Analyze the interactions between individuals, events and ideas in a text (how ideas influence individuals or events, or how individuals influence ideas or events  RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  RL.7.10 Read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed at the high end of the range  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  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** | **Repeat and review what is an analogy and go over instruction what exactly is expected from them on the assignment** |
| **Student Activities** | **Student will have to create their own Analogy for each pair** |
| **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 learn?    * 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** | Google translate  Teach-nology.com  Think-pair-share and peer tutoring |