**ELA/ ELD Lesson Plans**

***M. Bahri*** *Week of Jan 14-18, 2019* ***ELA/ELD Grade 8***

ELA Textbook: ***Reading and Literary Intervention***/ “Newsela & Readworks” webs

ELL/ELD Textbook: NEWCOMERS: *Building Literacy Through Learning*, pgs., (Literary texts/ worksheets)

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| ROOM 20AELA/ BridgeELDGrade 8 | **Content Objectives**10 minutes daily reading with Reading Log Reflection (using FCA’s/ Collins Writing).\**The Tiger Rising by Kate DiCamillo (ELA)**\*Treasure Island by Robert Louis Stevenson (ELD)* | **Language Objectives** Reading Writing Speaking Listening |
| Monday | **ELA** *TSWBAT*\*demonstrate comprehension of analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal the aspects of character, or provoke a decision (RL.8.3) by explaining/ interpreting characters’ dialogues in a given text.-I can display certain texts and discuss dialogues. -I can allow students to collaborate on analysis of texts (A/B partners).***ELD*** \*demonstrate knowledge of acquiring and using accurately grade –appropriate general academic and domain-specific words and phrases (RI.8.4; 6) by identifying the capital of the U.S. (Washington, D.C.), monuments and memorials in it.-I can read texts, display visuals, and have students read and discuss the big idea. | **ELA**  *TSWBAT*\*read to analyze and explain characters’ dialogues using given texts and A/B partners. \*write to analyze and explain characters’ dialogues using given texts and Collins Type 2.-I can allow the students to work with A/B partners.-I can understand the students may still request clarification, repeti-tion or rephrasing. ***ELD***\*read to identify the capital of the U.S. and important monuments in it using visuals/maps and A/B partners.\*write to identify the capital of the U.S. and monuments in it using word tiles, visuals, and prepositions.-I can allow students to work with partners.-I can provide systematic pronunciation of social & academic language. I can explain and model the use of prepositions. |
| Tuesday | **ELA** *TSWBAT*\*demonstrate comprehension of analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal the aspects of character, or provoke a decision (RL.8.3) by para-phrasing 3-4 characters’ speeches in given texts. -I can provide abstract grade level reading with support for comprehending and analyzing texts. ***ELD***\* demonstrate comprehension of acquiring and using accurately grade –appropriate general academic and domain-specific words and phrases (RI.8.4; 6) by classifying/ illustrating and explaining 2-3 important monuments and memorials in the capital of the U.S.-I can use visual support and adapted text. | **ELA**  *TSWBAT*\*listen to texts read aloud to paraphrase characters’ speeches or dialogues and give feedback using A/B partners.\*write to paraphrase characters’ speeches/ dialogues using T-Chart graphic organizer.-I can allow students to work with A/B partners and provide T-Chart graphic organizers.-I can provide students with key vocabulary words to paraphrase.***ELD*** \*read to classify and orally explain important monuments and memorials in Washington, D. C.\*write to classify 2-3 important monuments and memorials in Washington, D.C. using visuals and sentence stems.-I can allow drawing with words and use of native language to express concepts. I can have students design a model of the White House in groups using construction papers and the internet.-I can provide short, simple sentence stems to facilitate writing.  |
| Wednesday | **ELA**  *TSWBAT*\*demonstrate application of analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal the aspects of character, or provoke a decision (RL.8.3) by modifying 2-3characters’ dialogue in given literary texts-dramatic or poetic.-I can read and elaborate on a literary text.-I can allow students to read literary texts & modify characters’ dialogues to understand the meaning.***ELD***\*demonstrate knowledge of acquiring and using accurately grade –appropriate general academic and domain-specific words and phrases (RI.8.4; 6) by identifying holidays that honor people and special events.-I can read text & have students repeat &pronounce the key vocabulary words.-I can explain and teach the key vocabulary words. | **ELA** *TSWBAT*\*read to analyze and modify characters’ dialogue using dramatic texts and A/B partners.\*write to analyze and modify characters’ dialogue using dramatic texts and Collins Type 3.-I can provide students with Type 3 writing format and necessary word splash.***ELD*** \*read to identify holidays that honor people and special events using visuals and key vocabulary words/ word tiles.\*write to identify people and special events using word tiles, visuals/ pictures of special heroes, and prepositions of time-in, at, on.-I can allow students to work with A/B partners.-I can allow students to play word tiles game and use lesson words about holidays in contextual sentences. |
| Thursday | **ELA**  *TSWBAT*\* NWEA TEST 1st HR ***ELD*** \*demonstrate knowledge of acquiring and using accurately grade –appropriate general academic and domain-specific words and phrases (RI.8.4; 6) by recognizing 4-5 symbols that represent the united States.-I can use visual support and explain lesson key vocabulary words.-I can read sentences and have students repeat. | **ELA**  *TSWBAT*\****ELD***\*read to recognize 4-5 symbols that represent the United States using key vocabulary words and visuals (complete sentences).\*write to recognize 4-5 symbols that represent the United States and their meanings using sentence stems and A/B partners.-I can use visuals and adapted text to assist the struggling readers.-I can explain forming the present tense of a verb for a singular noun  |
| Friday | **ELA** *TSWBAT*\* NWEA TEST 1st HR***ELD*** \*demonstrate application of acquiring and using accurately grade –appropriate general academic and domain-specific words and phrases (RI.8.4; 6) by completing Unit 17 Assessment, pgs., 51-52.-I can review unit 17 lessons with students, have them ask questions, and respond to their questions.  | **ELA**  *TSWBAT*\* ***ELD***\*read and write to complete Unit 17 Assessment (American Government) with 12/16 correct questions.-I can read and explain the test directions and questions.-I can practice high frequency words or concrete terms and model in contextual sentences.  |
| ***Key Vocabulary (ELA):*** *character* *dialogue explain paraphrase**propel reveal provoke modify****Key Vocabulary (ELD)****: capital Capitol district Library of Congress Washington Monument Lincoln Memorial statue tourists; holidays Independence Day observed Dr. Luther King, Jr. Veterans Day costumes Halloween; symbols forefathers founded bald eagle represent anthem Statue of Liberty Pledge of Allegiance salute*  |

Supplementary Materials:

Flashcards/ Pictures/ Graphic Organizers /Sentence Stems Worksheets

Review and Assessment:

Review lesson objectives and vocabulary; Practice with high frequency words/ word bank/ Word Tiles

Extension and Homework

ELA \*Singular/Plural Nouns Worksheets; Vocabulary Worksheet; literary text analysis Worksheet

ELD \*Student Practice Worksheets 49-51; Preposition and Singular/Plural Nouns Worksheets; The White House Sketch