**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)

|  |  |  |
| --- | --- | --- |
| ROOM 20A  ELA/ Bridge  ELD  Grade 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