

ELA/ ELD Lesson Plans

M. Bahri

Week of March 4-8, 2019

ELA/Grades 6- 8

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

ROOM 20A ELA/ Bridge Grades 6- 8	Content Objectives 10 minutes daily reading with Reading Log Reflection (using FCA’s/ Collins Writing). * <u><i>The Tiger Rising</i> by Kate DiCamillo</u> * <u><i>Mufaro’s Beautiful Daughters</i></u>	Language Objectives Reading Writing Speaking Listening
Monday	ELA TSWBAT * demonstrate knowledge of determining a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text (RL.6, 7, 8.2) by identifying fairytale elements in a folktale. -I can read a folktale and have class discussion of its elements with questions and answers. -I can discuss/ explain the story’s key vocabulary.	ELA TSWBAT *read and orally identify fairytale elements using a literary text- <i>Mufaro’s Beautiful Daughters</i> . *Write to identify fairytale elements using given text and key vocab. -I can allow the students to read text and work with A /B partners to identify and write/list fairytale elements. -I can provide the students with the story’s key vocabulary and allow the use of native language with struggling readers.
Tuesday	ELA TSWBAT * demonstrate comprehension of determining a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text (RL.6, 7, 8.2) by retelling and predicting 2-3 upcoming events in a folktale. -I can read the story, discuss events, and ask questions: Where do Mufaro and his daughters live? Why was Manyara always in a bad mood?	ELA TSWBAT *listen to a folktale to orally retell and predict future events using given text-Mufaro’s Beautiful Daughters-and visual support. *write to predict 2-3 upcoming events using sentence stems and A/B partners. -I can provide the students with sentence stems and key vocab. -I can allow the students to work with A/B partners or small groups to complete writing predictions.

	How did Nyasha feel about her sister?	
Wednesday	<p>ELA <i>TSWBAT</i></p> <p>* demonstrate comprehension of determining a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text (RL.6, 7, 8.2) by providing 8-10 lines objective summary of the text.</p> <p>-I can read or display the folktale and discuss its main points with the students.</p> <p>-I can allow the students to work with A/B partners to read and give feedback about the story's main idea or important points.</p>	<p>ELA <i>TSWBAT</i></p> <p>*read/ listen to a folktale to provide an objective summary using given text and A/B partners.</p> <p>*write to summarize text (8-10 lines) using Collins Type 3, FCA, and sentence stems.</p> <p>-I can display the story text and discuss its summary with students.</p> <p>-I can provide the students with Type 2 format and sentence stems: The story begins at __. Mufaro has two __. They live in __. Manyara is jealous of Nyasha because __. Nyasha felt __ when she went to meet the king. She discovered __ as she went into the king's chamber. The king chose Nyasha because __. At the end of the story, Manyara became the ____ of the queen's household.</p>
Thursday	<p>ELA <i>TSWBAT</i></p> <p>* demonstrate application of determining a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text (RL.6, 7, 8.2) by completing story elements/ characterization/moral lesson graphic organizer (Quiz).</p> <p>-I can ask students to retell the story and discuss with them the story elements and its moral lesson or message of the author.</p>	<p>ELA <i>TSWBAT</i></p> <p>*write to complete story elements/ characterization/ moral lesson (Quiz) using story's text, key vocabulary, and graphic organizers.</p> <p>-I can read and explain the quiz directions.</p> <p>-I can go over important details in the story and ask higher order questions to encourage students to write.</p> <p>-I can allow the use of native language/ A/B partners to support the struggling students in completing the graphic organizers.</p>
Friday	<p>ELA <i>TSWBAT</i></p> <p>* continue to work on Cardinal Showcase project by collecting facts and pictures about certain topics to create/ design decorative posters.</p> <p>-I can provide the students with chrome books to work on the project, printing photos and facts for their posters.</p>	<p>ELA <i>TSWBAT</i></p> <p>*search websites to look for information for their project using chrome books.</p> <p>*write information about schools, countries, clothes, foods, and other items in certain countries using chrome books, markers, glue, photos, and posters.</p> <p>-I can provide the students with chrome books and allow them to work with A/B partners to complete the projects.</p>

Key Vocabulary :author theme conflict character plot folktale tradition village greed journey beamed bustle destination

Supplementary Materials:

Pictures/ Graphic Organizers /Sentence Stems Worksheets/Venn Diagram/Posters/Magazines

Review and Assessment: Review lesson objectives and vocabulary; Questions & Answers

Extension and Homework: ELA: Vocabulary Worksheet; Compare/contrast Mufaro's two daughter (Venn Diagram)/ Story Poster

World Cultures: Egypt: Vocabulary Worksheet; Facts Showcase Project for March

NOTE: Lesson Plans are subject to modification due to unforeseen events.