

ELA/ ELD Lesson Plans

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Week of March 18-22, 2019

ELA/Grades 6- 8

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

ROOM 20A ELA/ Bridge Grades 6- 8	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> Content Objectives	Reading Writing Speaking Listening Language Objectives
Monday	ELA <i>TSWBAT</i> *demonstrate analysis of <u>citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u> (RL. 6.1-2, 7.1-2, 8.1-2) <u>by determining a theme or central idea of a given literary text.</u> -I can read the text, introduce key vocabulary words, and explain them in context. -I can allow students to read and collaborate on text analysis.	ELA <i>TSWBAT</i> *read and orally determine a theme or central idea using given text and A/B partners (feedback). *Write to determine a theme or central idea using given text and “Central Idea” chart. -I can allow the students to read text and work with A /B partners to determine a theme or central idea on “Central Idea” chart. -I can provide the students with the story’s key vocabulary and allow the use of native language with struggling readers. -I can explain subjects/predicates and model examples/ sentences (Supplementary).
Tuesday	ELA <i>TSWBAT</i> * <i>ELA Departmental Meeting</i> <i>Substitute Lesson Plan Available</i>	ELA <i>TSWBAT</i> *

Wednesday	<p>ELA <i>TSWBAT</i></p> <p>* demonstrate comprehension of citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL. 6.1-2, 7.1-2, 8.1-2) by outlining the main character's feelings throughout a given text.</p> <p>-I can read or play the audio of a literary text and have students record character's feelings.</p> <p>-I can allow students to analyze character's feelings and how they change with A/B partners.</p>	<p>ELA <i>TSWBAT</i></p> <p>*read/ listen to outline character's feelings using A/B partners and audio text.</p> <p>*write to outline and explain main character's feelings using "Citing Evidence" chart and A/B partners.</p> <p>-I can provide the students with "Citing Evidence" chart and allow them to work with A/B partners.</p> <p>-I can allow students to discuss the character's feeling and give a feedback from partners.</p> <p>-I can review subjects and predicates and have students complete a subject/ predicate worksheet.</p>
Thursday	<p>ELA <i>TSWBAT</i></p> <p>* demonstrate application of citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL.6.1, 7.1, 8.1) by finding 3 connections between the heroine's (main character) feelings and experiences and their feelings/experiences.</p> <p>-I can read text and ask questions such as: What does this remind you of in your life? How is this different from your life? What were your feelings when you read this? What have you learned?</p>	<p>ELA <i>TSWBAT</i></p> <p>*read to find connections between heroine's feelings and theirs using given text and A/B partners.</p> <p>*write to find 3 connections using Collins Type 3 and sentence stems. (SW write complete sentences with subjects & predicates.)</p> <p>-I can provide the students with sentence stems such as: One connection I can make is _____. In the passage it states _____. The connection shows that _____. Nyasha's feelings are the same like mine in that _____. When the heroine shows kindness to others, she reminds me of _____. When her sister feels jealous of her, I felt like _____. Nyasha's personality reminds me of _____.</p>
Friday	<p>ELA <i>TSWBAT</i></p> <p>*examine the folktale text and watch the dramatic production of "<i>Mufaro's Beautiful Daughters</i>" to take notes and compare the story with the dramatic production.</p> <p>-I can allow the students to work with A/B partners to take notes and discuss the similarities/ differences between the text and the dramatic production.</p>	<p>ELA <i>TSWBAT</i></p> <p>*watch the dramatic production of "<i>Mufaro's Beautiful Daughters</i>" and take notes using visual supports.</p> <p>*write to compare the dramatic production with the story using Type 3 and sentence starters (Assessment).</p> <p>-I can play "<i>Mufaro's Beautiful Daughters</i>" and have students take notes to use for their writing. I can provide struggling students with sentence starters and key vocabulary words.</p>

	-I can review subjects and predicates w/ examples.	-I can provide students with subject/predicate test (3 rd hr.)
<i>Key Vocabulary</i> : <i>themes beauty kindness morality happiness analysis personality experience text connection heroine</i>		

Supplementary Materials:

Pictures/ Graphic Organizers /Sentence Stems Worksheets/Citing Evidence Chart/Posters/Magazines

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

Extension and Homework: ELA: Vocabulary Worksheet; Type 3 with Stems (Questions); Subjects & Predicates Worksheet

World Cultures: **Mesopotamia**: Vocabulary Worksheet; Iraqi Immigration Worksheet; Facts-Showcase Project for March

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