

## ELA/ ELD Lesson Plans

**M. Bahri**

Week of March 9-13, 2020

**ELA/Language Intervention 6-8**

ELA/ELD Text: ***Inside the U.S.A.: Language & Vocabulary- Newcomer Level / "Readworks" Website/Stories***

<p>ROOM 20A ELA/ELD Language Intervention</p>	<p><b>Content Objectives</b>            *(10 minutes daily)- Reading selected grade-level books with reflections from "What Can I Do with my Reading Log" (Sentence writing)            *Daily sentence editing (Interactive Learning-Gr. 6)</p>	<p><b>Language Objectives</b>  <b>Vocabulary:</b> <i>ELD- act, dance, draw, paint, play the piano, sing, write a story, take a picture.</i>  <b>Story Vocabulary:</b> <i>characters, setting, theme, conflict, title; Island, gather, blame, chimes, groan, complain, bellow, hang</i></p>
<p>Monday</p>	<p><b>ELD-Level 1 TSWBAT (Grades 6-8)</b>            *<i>demonstrate comprehension of (L.6-8.6) gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression; (SL.6-8.6) adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</i> by describing/ sorting outdoor activities, recognizing words for people and things, and describing characters, setting, and major events in a story, using key details.            -TW display visuals about outdoor activities and have students describe/ sort activities in their own words.            -TW introduce story elements, story maps, and discuss with students, having them copy notes.</p>	<p><b>ELA/ELD TSWBAT</b>            *read sentences with key vocabulary words to describe outdoor activities using nouns &amp; simple present tense verbs and A/B partners.            *write to describe outdoor activities and story parts using A/B partners, given text, and story map (L2).            -TW explain/review 'abstract &amp; concrete nouns, model examples on the board, and practice with students, having them identify 7 abstract &amp; concrete nouns in sentences.            -TW display and explain story elements key vocabulary flash cards, model example of each, and display a sample story/ "<i>The Wind that would not Blow</i>" (fiction) to help students visualize and understand the story elements.</p>
<p>Tuesday</p>	<p><b>ELA/ELD TSWBAT</b>            *<i>demonstrate application of (L.6-8.6) gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression; (SL.6-8.6) adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</i> by identifying 7/10 classroom</p>	<p><b>ELA/ELD TSWBAT</b>            *listen to model outdoor activities &amp; sports words using key vocabulary, visual images &amp; A/B partners (CD 2, Track 7).            *read "Theme Theater," identify key vocabulary, and practice "The Soccer Game" conversation with partners, pgs., 128-9.            *write to describe setting &amp; characters using given text-story (<i>The Wind that would not Blow</i>), vocabulary, &amp; A/B partners.</p>

	<p>activities, recognizing words for people and things, and describing characters, setting in a story, using essential vocabulary and key details.</p> <p>-TW review story elements and practice with students using story map graphic organizers with sentence stems.</p>	<p>-TW provide short, simple sentence stems with present tense and high frequency words to facilitate writing (L2).</p> <p>-TW model using 5-element story map and have student write to identify &amp; describe setting &amp; characters. (BRI Test cont'd))</p>
Wednesday	<p><b>ELA/ELD</b> <b>TSWBAT</b></p> <p>*demonstrate comprehension of (L.6-8.6) gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression; (SL.6-8.6) adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate by recognizing and describing outdoor sports using “The Soccer Game” key vocabulary.</p> <p>-Tw pass out a copy of “The Soccer Game” conversation, introduce characters, read, and have students follow &amp; then practice conversation (TW use Language CD).</p> <p>-TW read, discuss “The Wind...” with students, and have them classify story elements with A/B partners (L 2).</p>	<p><b>ELA/ELD</b> <b>TSWBAT</b></p> <p>*listen/visualize to illustrate and classify outdoor activities using lesson vocabulary, visuals, and A/B partners.</p> <p>*write to classify outdoor activities &amp; sports using A/B partners, lesson vocabulary (sports).</p> <p>-TW display visuals, ask questions to activate prior knowledge, and have students practice working with partners to classify outdoor activities and give feedback.</p> <p>-TW review ‘Abstract &amp; Concrete nouns # 2,’ model examples, and have students practice with partners to complete a worksheet and give feedback. (BRI Test cont’d))</p> <p>-TW have students read parts of “The Wind...,” discuss with A/B partners, &amp; complete a story elements graphic organizer.</p>
Thursday	<p><b>ELA/ELD</b> <b>TSWBAT</b></p> <p>*demonstrate knowledge of (L.6-8.6) gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression; (SL.6-8.6) adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate by identifying and using words about the arts, repeat spoken language, &amp; recite.</p> <p>-TW play Language CD2/Track 8 (<i>Things We Can Do</i>), introduce key vocabulary, &amp; have students listen, sing, and act out the song.</p> <p>-TW review w/students story elements for “The Wind that would not Blow.”</p>	<p><b>ELA/ELD</b> <b>TSWBAT</b></p> <p>*listen to a song to use words about the arts and recite using Language CD and vocabulary picture card.</p> <p>*write to identify and use words about the arts using A/B partners, key vocabulary, and Collins Type 1.</p> <p>-TW provide Type 1 format and some linguistic support.</p> <p>-TW display “Cultural Perspective,” explain a chart about musical instruments in different countries, and have students work with partners to describe/draw an instrument, sharing a traditional song of their country.</p> <p>-TW review story elements &amp; have students complete ‘Reading Log’ to summarize “The Wind...” with A/B partners.</p>

Friday	<p><b>ELA/ELD</b>                      <b>TSWBAT</b></p> <p>*demonstrate application of (L.6-8.6) gathering vocabulary knowledge when considering a word or phrase important to application or expression; (SL.6-8.6) adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate by completing Unit 4 Project #2/interview/ write about a classmate using 5 questions &amp; answers with 'Can you...?'</p> <p>-TW explain Unit 4 Project #2, assign each student a classmate to write about, and help create questions and answers for the interview.</p> <p>-TW have students (L2) complete a story element chart.</p>	<p><b>ELA/ELD</b>                      <b>TSWBAT</b></p> <p>*review unit 4 classroom/outdoor activities/Part 2 to write about a classmate/ interview, asking questions using 'Can you...', key vocabulary, and A/B partners.</p> <p>-TW review Unit 4, Project #2 with students, model examples of interviewing a classmate and how to ask questions with 'Can you...' and assign students to partners.</p> <p>-TW explain directions to students and have them work with assigned students to complete unit 4, project #2.</p> <p>-TW provide (L2) students with story elements graphic organizers, explain how to look for story elements, and have them complete the assignments with A/B partners (story elements assessment/1).</p> <p>*SW complete Abstract/Concrete nouns quiz 2 with 9/12 correct for mastery (L2).</p>
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Supplementary Materials: Flashcards/ Pictures/ Graphic Organizers; Charts/ Sentence Stems/ Smart board/Language CD

Review and Assessment: Review lesson objectives and vocabulary; Assess students' understanding by giving a quiz/Test

Extension: Homework-ELD: Story Map/Plot & Characters Chart /Workbook, pgs., 27-8 Review;

RAH (Read at Home Weekly Worksheet for March) with level books

NOTE: Lesson plans are subject to change due to unforeseen events/BRI.