Strong Middle School

**M. Bahri** **Lesson Plan** 6th-7th-8th Grades *Week of Oct. 16-20/2017*

ELA Textbook: Ready 8 Reading, pgs., 11-18; Language Handbook, pgs., 242-244

ELL/ELD Textbook: NEWCOMERS: Building Literacy Through Learning, pgs., 20-27

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| ROOM 20A  ELD/ELA | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Content**  **Objectives**  **ELA Reading**  (Daily)  Twain’s The Adventures of Huckleberry Fin  **ELL/ ELD Reading**  Selected reading books for ELL/ ELD level | ELA/SWBAT  \* analyze the development of a central idea (RI.8.2) by determin-ing the central idea of an inform- ational text.  -I can provide a sample text and model analyzing it to determine the central idea using a chart or graphic organizer.  ELL/ ELD  \* learn common verbs.  \* match content-related pictures to words.  -I can use gestures, movements, or visuals to communicate  and model common verbs. | ELA/SWBAT  \* analyze the development of a central idea (RI.8.2) by summa-  rizing an informational  text.  -I can model summarizing a text to identify the central idea.  ELL/ ELD  \* learn useful words and identify common symbols, signs/ words.  (position/ lo-  cation words.  \* produce high frequen-  cy words.  -I can provide word bank of key vocabu-  lary words.  -I can use visuals and have students point to pics then say and act vocab. | ELA/SWBAT  \* analyze the development of a central idea (RI.8.2) by summarizing an informational text.  -I can model summarizing a text to identify the central idea and determine what information should be included in a summary.  ELL/ ELD  \* learn to say and write numerals.  \* practice writing the letters of the alphabet and word forms of numbers.  -I can spell/ write the numbers, and display them on the board, point to and say the aloud. | ELA/SWBAT  \* use transi-  tional words to write a summary using FCA text vocabu- lary/ their own words (W.8.3c).  -I can provide students with transitional words list and model sentences.  ELL/ ELD  \* use numbers and their name in order.  \* write home or apartment address in numerals and in word form.  -I can model examples of writing. | ELA/SWBAT  \* write sentences using gerund phrases/partici-  ples.  -I can explain and model sentences with gerunds and participles.  ELL/ELD  \* learn addition/ subtraction/ multiplication/  division facts.  \* write/ spell the 4 math operations.  -I can write the 4 mathematical  operations and read aloud with manipula-  tives. |
| **Language Objectives**  (grammar, phonics, and vocabulary)  Listening/speaking | ELA/SWBAT  \* ask and answer ques-  tions about informational texts.  -I can model asking and answering questions.  ELL/ ELD  \* answer yes/no questions.  \* repeat words/ short phrases.  -I can ask short questions and say useful words and phrases. | ELA/SWBAT  \* state main ideas with some supporting details.  -I can provide sentence stems with grammar.  ELL/ ELD  \* use high frequency vocabulary.  \*spell/repeat number word  -I can model language-pronunciation  Vocabulary  above, down,  below, near, over, under, into, out, on | ELA/SWBAT  \* define text key vocabulary and use in context.  -I can provide vocab  circles and give sample meanings/ word family, synonym/antonym  Vocabulary  Broadened  complexity  ELL/ ELD  \* use high frequency vocabulary.  \* spell and repeat number word.    -I can model survival language by saying and showing the meaning. | ELA/SWBAT  \* connect ideas with supporting details/evi-  dence.  \* share answers with a group.  -I can provide examples of connecting ideas in the text.  ELL/ ELD  \* repeat numbers and practice with groups.  \* follow oral instructions to read/ match numbers on cards.  -I can provide number cards and guide students. | ELA/SWBAT  \* orally respond to questions about gerunds phrases/ parti-  ciples using complete sentences.  \* read sentences and respond in writing.  -I can provide sentence stems or frames.  ELL/ ELD  \* find answers for simple math problems  (+;-; x;).  \* read aloud math problems using correct language.  \_I can model reading math problems.  -I can use correct gram-  mar to model reading. |

Supplementary Materials:

Flashcards/ Pictures/ Transparencies

Graphic Organizers-Main Idea/Details/ mind map

Websites/ Videos

Review and Assessment:

Review lesson objectives and vocabulary/ Quiz

Practice with high frequency words; have students draw word pictures; have students use pictures to make a picture dictionary in their notebook.

Extension:

ELA: (Group Activity Lesson 1) A. Conduct an interview/ Ask questions and record answers about how the place where an adult grew up has changed over the years. B. Compare/ Contrast two cities using Venn diagram. C. Research information on John A. Roebling, a civic engineer, write a brief report on his life and architectural works, and present to class.

ELL: read a book, magazine, journal, etc. and complete a weekly reading log.

NOTICE: Some lessons have been modified due to the last week’s PD.