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| **Subject: ESL: Middle Sch.** | **Grade Level: 6-8** | **Campus:** | **Teacher Name:** |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/****ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1**3rd Six Weeks | **TLW:** Reach Ch.1: Weather and Climate; Create graphic organizer; write notes (Cornell Notes); Write Summary**Language** **Objective:** 1. Learning Strategies: A) use Prior Knowledge, C) Use Strategic Learning Techniques; 2. Listening: I demonstrate listening comprehension of complex spoken language by responding to questions. | **CPQ:** Why do people listen to weather reports?**Think-Turn-Talk** **Questions:** What kinds of weather does the United States have?-How accurate are weather reports?-Why is it necessary to pay close attention to weather reports during a thunderstorm? | **TEKS:** Fig. 19D,F; 7.10C, 7.12B**ELPS:** 1AC, 2 (Listening)**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[x]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP#** **p. 234-235** **Text Name:****Milestone Blue Book****[x] Workbook** **PP#** **170****[ ] Teacher Master PP#** **[ ] Audio/Video Equip** **[ ] Teacher Notes** **[ ] Advanced** **Tech :** **[ ] Other**  | **[x] Lesson Focus/ Readiness** **[x] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[x] Question/Answer** **[ ] Discovery Learning** | -Academic Vocabulary: main idea, details; -Vocabulary: popular, climate, weather, precipitation, storms, subtropical, tropical, average;-Reading comprehension questions (p. 240);Jigsaw activity: what is the main idea of each page of the reading?-Model: Bring in weather reports and have students identify the information presented (weather reports, weather maps, weather and climate);-Create a weather report with a partner. Draw a weather map for the United States and decide what the weather is like in other cities. Present your report to the class;-Writing Assignment: (student model: p.242) Write a letter to your friend who is coming to visit you. Tell your friend what to bring to your house. |
| **Week 2**3rd Six Weeks | **TLW:** Write a composition, read and make connections, learn how to examine and analyze main ideas with supporting details, and read for comprehension.**Language** **Objective:** -Use more and more strategies to learn information in class, like making good guesses, looking for patterns, and analyzing sayings.-Use visuals and context to understand people who are using complex language when they speak.-Figure out the message, main idea, and details of what someone is saying, even when not familiar with the topic.  | **CPQ:** What type of storm have you experienced?**Think-Turn-Talk** **Questions:** -Why do you have to lie down during severe weather?-What can you do to protect yourself during a severe storm?-What kinds of supplies are needed in case of a severe thunderstorm? Why? | **TEKS:** 7.16A**ELPS:** 1H, 2E, 2G**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[x]  Creating Mental Images****[ ]  Asking Questions****[x]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Text Name:Six Way Paragraphs (third edition; "A Dangerous Weather Maker"; "Goldilocks and the Three Bears****[x] Workbook** **PP# 171****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :** **[ ] Other** | **[x] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | Bluebook Milestone Assessment (Placement Test); Read passage: Tornadoes graphic organizer; Cornell Notes; Main idea/details for each paragraph; write summary; review comprehension questions vocabulary.-Quick Write: Write about a storm or exciting weather event that you remember. Read a passage from the Six Way Paragraphs (third edition); -Read "A Dangerous Weather Maker"; -Write Cornell Notes; Learn and apply main idea and details. -Make connections with "Goldilocks and the Three Bears"(ideas too broad, too narrow, and just right) |
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| **Week 3**3rd Six Weeks | **TLW:** -Use different organizational patterns as guides for summarizing.-Explore what you know about storms.**Language** **Objective:** 1. Learning Strategies A) Use prior knowledge - (4D) Use prereading supports (graphic organizers) | **CPQ:** How can big storms be a challenge to survive?**Think-Turn-Talk** **Questions:** -What is a cyclone? -Where do hurricanes come from? -How do hurricanes start? | **TEKS:** 7.10C**ELPS:** 1E, 4D**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[x]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Text Name:****[x] Workbook** **PP# 171****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[ ] Other** | **[x] Lesson Focus/ Readiness** **[x] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[x] Discovery Learning** | What do you know about storms? (graphic organizer)Vocabualry: Destroy, energy, flooding, protect, sink, spin;Read passage: Science text;Create Tree chart;Academic vocabulary: headings, subheadings, graphics, captions;View Video Clips on hurricanes;Class discussion |
| **Week 4**3rd Six Weeks | **TLW:** Write a compare/contrast essay**Language** **Objective:** When I write, I'll use lots of different sentence patterns, sentence lengths, and connecting words that combine phrases, clauses, and sentences. | **CPQ:** How are hurricanes and tornadoes similar and different?**Think-Turn-Talk** **Questions:** -How much damage can these types of storms inflict?-What preparations do you make before a big storm?-Name two tools and describe what you can do with each of them. | **TEKS:** 7.14B**ELPS:** 5F**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[x]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP# 301** **Text Name:Milestones - Blue****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[ ] Other** | **[x] Lesson Focus/ Readiness** **[x] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[x] Question/Answer** **[x] Discovery Learning** | Teaching writing structure;Modeling comparison and contrast writing (part to part/ whole to whole); Writing a comparison/contrast composition.Reading an expository text to model effective expository writing (Blue book p. 301) (HEB Hurricane preparedness guide)-Academic vocabulary: Focus, Detail, Persuade, Recommend. |