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| **Subject: ESL** | **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**4th Six Weeks | **TLW:** -Read a narrative passage;-Learn academic vocabulary: Short Story Elements;-Learn about the use of adjectives;-Draw a storyboard;-Create a plot diagram**Language** **Objective:** Use a variety of sentence patterns, sentence lengths, and connecting words that combine phrases, clauses, and sentences. | **CPQ:** How can big storms be a challenge to survive?**Think-Turn-Talk** **Questions:** What is a mental image?-Name and describe two features of a short sotry.-What kind of details would be effective in helping a reader make a "mental image" of a storm? | **TEKS:** 7.14ABCDE**ELPS:** 5F**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP#** **p.304** **Text Name:****Hurricane Friends****[ ] 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** **[ ] Discovery Learning** | Academic Vocabulary: characters, setting, plot, theme;-Model: Making Mental imagesDraw a storyboard about an experience with a storm.Complete activities handouts over adjective usage and the difference between superlative and comparative.Write a narrative passage: What is the worst storm you have experienced? |
| **Week 2**4th Six Weeks | **TLW:** learn about literary elements;Make connections with and create mental images using the 5 senses.**Language** **Objective:** -When faced with a word or phrase that is difficult to say, the learner will ask for help, use hands or pictures, use a word that is similar to the intended word, or explain/describe what he/she is trying to say. | **CPQ:** How can creating mental images help me understand the text?**Think-Turn-Talk** **Questions:** What are different kinds of ways to describe an object/person/place?-How can "labels" help us organize things in our everyday life?-What kinds of patterns do you notice in everyday life? Movies? TV shows? etc.  | **TEKS:** 7.17Ai, 7.17Aii**ELPS:** 1D, 2I**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[x]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Text Name:****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[x] 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** | The students will learn literary elements through multisensory approaches and through the use of "identifying and labeling" "writing examples", and using "color code patterns" |
| **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 3**4th Six Weeks | **TLW:** learn about literary elements;Make connections with and create mental images using the 5 senses.**Language** **Objective:** -When faced with a word or phrase that is difficult to say, the learner will ask for help, use hands or pictures, use a word that is similar to the intended word, or explain/describe what he/she is trying to say. | **CPQ:** How can creating mental images help me understand the text?**Think-Turn-Talk** **Questions:** What are different kinds of ways to describe an object/person/place?-How can "labels" help us organize things in our everyday life?-What kinds of patterns do you notice in everyday life? Movies? TV shows? etc.  | **TEKS:** 7.17Ai, 7.17Aii**ELPS:** 1D, 2I**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[x]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Text Name:****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[x] 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** | The students will learn literary elements through multisensory approaches and through the use of "identifying and labeling" "writing examples", and using "color code patterns"   |
| **Week 4**4th Six Weeks | **TLW:** -Use multi sensory exercises to learn grammar concepts;-Identify literary elements-Read poetry passages for comprehension and in order to make connections with previous texts and with personal experiences.**Language** **Objective:** -Use visuals and context to understand people who are using complex language when they speak.-When narrating, describing, or explaining, the learner will use formal language more and more.-Improve reading comprehension by practicing inferencins skills such as: predicting, making connections, making inferences, drawing conclusions, and finding text evidence. | **CPQ:** How do the ideas/experiences described by Dickinson, Zolotow, and Cruz compare with your experiences?**Think-Turn-Talk** **Questions:** -How can severe weather impact the lives of those who must endure it?-Name two examples of severe weather occurences and describe their impact.-How does a landscape appear before, during, and after a severe thunderstorm/hurricane? | **TEKS:** 7.10D, 7.13A, 7.8A**ELPS:** 2E, 3H, 4J**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[x]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP# p. 316 (red book)** **Text Name:****[ ] 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****[ ] Question/Answer** **[ ] Discovery Learning** | Multi Sensory Grammar exercises: Color code nouns, verbs, adjectives, prepositions, prepositional phrases (understanding movement).Identify literary elements within a narrative.Read: "Nature" from Emily Dickinson; "Change" from Charlotte Zolotow; and "Problem with Hurricanes" from Victor Hernandez Cruz--Reading for commprehension "Noticing what you notice" and to make connnections/make mental images with previous texts and personal experience. |

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| **Subject:** **ESL Middle Sch.** | **Grade Level:** **6-8** | **Campus:**  | **Teacher Name:**  |
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| **Week 5**4th Six Weeks | **TLW:** -Use multi sensory exercises to learn grammar concepts;-Identify literary elements-Read poetry passages for comprehension and in order to make connections with previous texts and with personal experiences.**Language** **Objective:** -Use visuals and context to understand people who are using complex language when they speak.-When narrating, describing, or explaining, the learner will use formal language more and more.-Improve reading comprehension by practicing inferencins skills such as: predicting, making connections, making inferences, drawing conclusions, and finding text evidence. | **CPQ:** How do the ideas/experiences described by Dickinson, Zolotow, and Cruz compare with your experiences?**Think-Turn-Talk** **Questions:** -How can severe weather impact the lives of those who must endure it?-Name two examples of severe weather occurences and describe their impact.-How does a landscape appear before, during, and after a severe thunderstorm/hurricane? | **TEKS:** 7.10D, 7.13A, 7.8A**ELPS:** 2E, 3H, 4J**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[x]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP# p. 316 (red book)** **Text Name:****[ ] 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****[ ] Question/Answer** **[ ] Discovery Learning** | Multi Sensory Grammar exercises: Color code nouns, verbs, adjectives, prepositions, prepositional phrases (understanding movement).Identify literary elements within a narrative.Read: "Nature" from Emily Dickinson; "Change" from Charlotte Zolotow; and "Problem with Hurricanes" from Victor Hernandez Cruz--Reading for commprehension "Noticing what you notice" and to make connnections/make mental images with previous texts and personal experience. |
| **Week 6**4th Six Weeks | **TLW:** Write a prepositional poem.**Language** **Objective:** -Edit writing to fix grammar, punctuation, capitalization, and spelling.-Use a variety of sentence patterns, sentence lengths, and connecting words that combine phrases, clauses, and sentences. | **CPQ:** What kinds of words help us understand "where" we are and "when" things are occuring?**Think-Turn-Talk** **Questions:** -What are the differences between adjectives and prepositions?-In what types of situations would we use prepositions and prepositional phrases?-Describe where you are in relation to surrounding objects, people, and places using prepositions. | **TEKS:** 7.14A, B, C, D**ELPS:** 5D, 5F**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[x]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Text Name:****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[x] Teacher Notes** **[ ] Advanced** **Tech :****[x] Other handouts** | **[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** **[x] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | The students will learn about the use of prepositional phrases in text and in their own writing. The students will compose a poem using prepositional phrases and utilizing ideas from the texts which they have been studying. |