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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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#** **p. 234-235**  **Text Name:****Milestone Blue Book**  **Workbook**  **PP#** **170**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**  **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:Six Way Paragraphs (third edition; "A Dangerous Weather Maker"; "Goldilocks and the Three Bears**  **Workbook**  **PP# 171**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**  **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP# 171**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 301**  **Text Name:Milestones - Blue**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **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. |