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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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#** **p.304**  **Text Name:****Hurricane Friends**  **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** | Academic Vocabulary: characters, setting, plot, theme;  -Model: Making Mental images  Draw 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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **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** | 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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | | **Text PP#**  **Text Name:**  **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** | 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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | | **Text PP# p. 316 (red book)**  **Text Name:**  **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** | 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:** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# p. 316 (red book)**  **Text Name:**  **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** | 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:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other handouts** | **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** | 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. |