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|  | **10th Grade Lit.Multi-Cult Lit; Content Support: ELA, Biology**  | **Lesson: Reading, Literature, Vocabulary, and Grammar Focus** | **Learning Format/Technology** | **Assessment/Check for Understanding** |
| **Monday 3rd -5th – 7th period** | **Standard:** *English Language Proficiency Standard 1:* English language learnerscommunicate for **Social** and **Instructional** purposes within theschool setting.• *English Language Proficiency Standard 2:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Language Arts**.• *English Language Proficiency Standard 3:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Mathematics**.*• English Language Proficiency Standard 4:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Science**.*• English Language Proficiency Standard 5:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Social Studies.****Essential Question:** What is the purpose of communication?Where do words or phrases come from?How does word choice affect meaning?**Enduring Understanding:**People communicate through words. | **Opening:  5-10 minutes:****DLP – edit spelling, grammar, and syntax errors of two sentences, analogies, vocabulary activity****Work Period:  45/90 minutes:** 1. **Students will:**

**3nd period- Rosetta Stone-self paced, Incontext 3000 SAS curriculum pathways: vocabulary, Listening activity on Randall’s Cyber Listening Lab, Reading National Geographic-ESOL\_Heinle Readers: Aesop’s Fables. Vocabulary and Comprehension questions about stories. Writing: create autobiography on PPP. Discuss stories and compare and contrast two stories\_oral discussion****4th period- Rosetta Stone, Grammar and Language activity, reading: Christmas Carol,****Vocabulary: Literary Terms: and chapter vocab: Christmas Carol, Essay writing, peer editing, finish last 20 minutes of film. Comprehension summative test of CC.****5th period- Rosetta Stone, Visions A, Oxford leveled reader”\_\_\_\_\_”****Chapter Cells Biology: McDougal Littell-Concept Map 1, 2, Vocabulary development 1-26 words, Practice Hang Ten interactive game. USATESTPREP practice quiz, Vocabulary of Cells. Look up new cells vocabulary.** **6th period- 9th grade lit support: DLP, Analogies, Odyssey Graphic Novel, create a PPP Biograph of Odysseus. History behind story notes. Reading and discussing both original novel and graphic novel and film.** **7th period- Rosetta Stone-self paced, Incontext 3000 SAS curriculum pathways: vocabulary, Listening activity on Randall’s Cyber Listening Lab, Reading National Geographic collection for science and social studies content language. Water, Bodies of Water, Quiz, vocabulary matching for water unit, Water cycle interactive cut out create.** **Closing:** 1. **5-10 minutes: Review summarization questions, vocabulary, and complete activity review of lesson topic**
 | **Whole Group** **Cooperative Group****Flexible Group** **Collaborative Pair****Centers/Stations****Technology Use:Computers, PowerPoint, SAS, Rosetta Stone, Randall’s Cyper Listening Lab,** **Teacher:  X****Student: X** | **Student Conferencing****Performance Task****Project****Class Presentation****Test****Quiz****Homework****Ticket Out The Door****CPS Response** |
| **Tuesday-4th -6th – 7thperiod** | **Standard:** *English Language Proficiency Standard 1:* English language learnerscommunicate for **Social** and **Instructional** purposes within theschool setting.• *English Language Proficiency Standard 2:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Language Arts**.• *English Language Proficiency Standard 3:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Mathematics**.*• English Language Proficiency Standard 4:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Science**.*• English Language Proficiency Standard 5:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Social Studies.****Essential Question:** What is the purpose of communication?Where do words or phrases come from?How does word choice affect meaning?**Enduring Understanding:**People communicate through words. | **Opening:  5-10 minutes:****DLP – edit spelling, grammar, and syntax errors of two sentences, analogies, vocabulary activity****Work Period:  45/90 minutes:** 1. **Students will:**

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| **Thursday -4th -6th – 7thperiod** | **Standard:** *English Language Proficiency Standard 1:* English language learnerscommunicate for **Social** and **Instructional** purposes within theschool setting.• *English Language Proficiency Standard 2:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Language Arts**.• *English Language Proficiency Standard 3:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Mathematics**.*• English Language Proficiency Standard 4:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Science**.*• English Language Proficiency Standard 5:* English language learnerscommunicate information, ideas, and concepts necessary foracademic success in the content area of **Social Studies.****Essential Question:** What is the purpose of communication?Where do words or phrases come from?How does word choice affect meaning?**Enduring Understanding:**People communicate through words. | **Opening:  5-10 minutes:****DLP – edit spelling, grammar, and syntax errors of two sentences, analogies, vocabulary activity****Work Period:  45/90 minutes:** 1. **Students will:**

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