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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: Dracula,****Vocabulary: Literary Terms: and chapter vocab: Dracula, Essay writing, peer editing, finish last 20 minutes of film. Comprehension summative test of Dracula and Literary terms.****Beginners: High Point and Grammar Experts, and Rosetta Stone.****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, DLP, Analogies, 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. Finish: Water, Bodies of Water, Quiz, vocabulary matching for water unit, Water cycle interactive cut out create.** **Breaking News English- Ebola and language activities on MY BIG CAMPUS under CMS\_Resources\_Science Support.****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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