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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 learners  communicate for **Social** and **Instructional** purposes within the  school setting.  • *English Language Proficiency Standard 2:* English language learners  communicate information, ideas, and concepts necessary for  academic success in the content area of **Language Arts**.  • *English Language Proficiency Standard 3:* English language learners  communicate information, ideas, and concepts necessary for  academic success in the content area of **Mathematics**.  *• English Language Proficiency Standard 4:* English language learners  communicate information, ideas, and concepts necessary for  academic success in the content area of **Science**.  *• English Language Proficiency Standard 5:* English language learners  communicate information, ideas, and concepts necessary for  academic 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** |
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