

**Sample Lesson Plan for Integrated Content, Language & Literacy** (adapted for online instruction)

<p><b>Class/Teachers:</b> 8th Grade Entering/Emerging SIFE/Developing Literacy</p>	<p><b>Date:</b> April 3<sup>rd</sup>, 2020</p>
<p><b>Content Area:</b> ELA</p> <p>Students participate over a live ZOOM meeting using Google Classroom, respond orally or in writing using a notebook, google doc, or FlipGrid. Alternatively, teacher can use EDPuzzle for pre-recorded lessons.</p>	<p><b>Unit Essential Question/Theme:</b></p> <ul style="list-style-type: none"> <li>▪ How does culture impact a sense of belonging?</li> <li>▪ What factors shape our values and beliefs?</li> <li>▪ What is the American Dream and to what extent is it achievable for all Americans?</li> </ul>
<p><b>Content Objective:</b> SWBAT analyze how specific word choices in Ch. 5 of Bodega Dreams impact tone and mood.</p>	<p><b>Language Objective:</b></p> <p>SWBAT identify words and phrases that have a connotative meaning in a selection of Bodega Dreams.</p> <p><i>*Newcomers who are entering and emerging ELLs can meet these objectives in the home or new language.</i></p> <p><u>Vocabulary:</u> What words or phrases do my students need to know to be able to access this text? (aim to introduce approximately 3-5 new words or phrases)</p> <p>Content: author's tone, mood</p>



	<p>Tier1/Tier 2: be anointed, raise tuition, take a loan out from the government, be in debt, start a professional career, (street) politics</p> <p><u>Grammar</u>: What structures do my students need to be able to understand the text/use for writing?</p> <p>For the Close Read: focus on pronouns in the passage and point out how they are substitutes for proper nouns (Chino, Blanca).</p> <p>Sentence stems for oral and/or written responses:  <i>The author's tone is</i>  <i>The author uses the word _____ to make the reader understand that _____.</i></p>
<p><b>Standards:</b> 8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&amp;RL)</p>	<p><b>Literacy Objective:</b></p> <p>Sound-Symbols (graphemes): what graphemes do my students need to be able to decode and spell the vocab?</p> <ul style="list-style-type: none"> <li>▪ Vowel Teams, -tch trigraph, suffix -tion</li> </ul> <p>Skills: What skill or skills are the focus of the Close Read or Writing task?</p> <ul style="list-style-type: none"> <li>▪ Fluency in reading aloud, analyzing author's word choice</li> </ul>



## Review & Warm-up (approx. 5-10 minutes)

Oral and/or written summary – (Teacher prompts responses with visual images from previous lessons)

- Who is the novel about? (Chino, Blanca, Sapo, Bodega)
- Where does the novel take place? (in Spanish Harlem, NYC)
- When does the take place? (in the 1970's)
- What happened in the previous passage of the story? (Chino rejects Bodega's offer to work for him)
- Why? Why did Chino reject Bodega's offer?)

## Preparing the learners by activating background knowledge and vocabulary (approx. 10-15 min)

Teacher presents students with targeted vocabulary, including visuals and home language translations on a slide. Teacher talks students through or prompts them to respond using "See, Think, Wonder", connecting the vocabulary to the Essential Questions, and highlighting phonological awareness of word pronunciation along with sound-symbol correspondence for decoding.

### Vocabulary / Vocabulario



be anointed  
ser consagrado



raise tuition  
aumentar la matricula (de una escuela  
or universidad)

be in debt tener/estar en deuda



take a loan from the government  
tomar un préstamo del gobierno

matchbox  
cajita de cerillas



start a professional career  
comenzar una carrera profesional



street politics  
política de la calle

## Teacher Modeling with Guided Practice (approx. 15-20 min)

### Close Reading:

**1st Read Through:** Teacher models fluent language through oral read aloud; tracks text with the cursor, guides comprehension by breaking text down syntactically (e.g., who is the pronoun referring to? Who/what is this sentence about? Where is Chino in this sentence?) and paraphrasing or eliciting paraphrasing from students.

**2nd Read Through:** Teacher models fluent language through oral read aloud; students annotate in their notebooks or on a printed copy of the text. Teacher tracks text with the cursor and instructs students to copy down new vocabulary when they hear/see it. Teacher elicits an oral/written summary or what takes place in the passage. Students can share annotation with teacher by taking pictures on their phones and posting to Google Classroom. Teacher presents students with a slide author's tone and mood:

#### Author's Tone



optimistic or pessimistic  
optimista o pesimista



angry  
enojado/a



determined  
determinado/a



anxious  
ansioso/a



comical  
cómico/a

**3rd Read Through:** Teacher prompts students to do a Choral Read. Students are instructed to identify and copy down words that they believe the author is using to set the mood of the passage.

Scaffold: Teacher highlights key words and asks students to explain orally in writing how the key word or phrase sets a mood.

**Independent Practice** (approx. 10-15 min or as an off-line assignment)

Students complete [worksheet](#) identifying author's tone and words that set the mood of the passage.

**Recap/Share-Out** (2-3 min)

Teacher re-iterates or prompts students to summarize objectives and learning for this lesson; class shares-out; students reflect on learning.

