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| UNIT PLAN  2011 -2012 | v. 03 |
| August 2010 |

**Subject (s): ESL Grade: 6th Term: 1st**

**Name / Theme or Unit:**

**Time Frame: 9 weeks**

**Submitted by: Nancy Paola Riascos**

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| **OVERVIEW:** In this unit students will learn strategies to read, synthesize and summarize literary and informational texts. They will review biographies and how the events in the lives of some people influenced what they became as adults, identify the structure of a text, and participate in discussions about their feelings and insights. Overall, students will use language creatively and effectively to express their opinions and feelings in oral and written form.. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**   * **GOAL 1 – To use English to communicate in social settings**   **STANDARD 1** Students will use English to participate in social interactions  **STANDARD 2** Students will interact in, though, and with spoken and written English for personal expression and enjoyment.  **STANDARD 3** Students will use learning strategies to extend their communicative competence   * **GOAL 2 – To use English to achieve academically in all content areas:**   **STANDARD 1** Students will use English to interact in the classroom.  **STANDARD 2** Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  **STANDARD 3** Students will use appropriate learning strategies to construct and apply academic language and knowledge. | |
| **Essential questions:**  Who is the author of Bridges of Terabithia and how did her life influence her work as a writer?  What is a biography?  How can you determine the genre of a text?  How can I write summaries and reports?  What strategies can I use to determine meaning of unknown words?  What are the elements needed to make a complete sentence?  What are all the elements of a story?  How does literature connect to real life  stories or research? | **Expected language:**  Students will:   * Use thinking maps to outline their ideas and organize their reports.(circle map to define, bubble map to describe, flow map to sequence events, double bubble map to compare and contrast and bridge map to state analogies) * Summarize articles about current events. Identify headline, byline, lead, captions, and credits. * Write personal narrative and persuasive essays. Main idea and supporting details. * Use effective strategies for word decoding like chunking, skipping the word, rereading, using context clues, etc. * Identify characters, antagonist, protagonist, setting, plot, internal and external conflict, point of view in a story. |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Weekly journals  Guiding questions by chapter  Thinking maps  Essay about teachers roles in students life  Use of dictionary and appropriate selection of words and definitions  Essay about bullying  Class discussions | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| 1. Watch a movie(Narnia) and identify the genre, main characters, protagonist, antagonist, plot events, point of view, authors purpose, etc  2. Read about the author and a brief introduction to the book. Use a double bubble map to show their similarities and differences.  3. Research about Virginia and the Appalachian.  4. Research about counterculture and hippies.(historical context)  5. Draw and describe an imaginary world.(adjectives, complete sentences, run on sentences and punctuation)  6. Describe one of the characters of the story using speeches, thoughts, actions, etc.  7. Compare and contrast the two settings of the story: Lark creek and Terabithia  8. Discussion about how family members can affect the psychological well-being of one another.  9. Complete a plot graph of the story  10. Discuss about reactions to the end of the story.  11. Write a book review and explain why you will or won’t recommend it.  12. Read and write reports on weekly news articles. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Novel study: Bridge to Terabithia by Katherine Paterson  Holt Language and Literature textbook, library,  video clips, Interactive Reader short stories and informational texts  movie Narnia and Bridge to Terabithia  Graphic organizers and thinking maps  <http://www.glencoe.com/sec/literature/litlibrary/pdf/bridge_to_terebithia.pdf>  <http://www.nt.net/~torino/bridge.html>  <http://www.scholastic.com/browse/article.jsp>?...  <http://www.dogonews.com/>  <http://www.timeforkids.com/news-archive/all> | |

At the end of unit:

**CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_\_\_\_\_\_\_**

**REFLECTIONS: Teachers reflections on ways in which the unit might be improved, polished or enhanced. Student perspectives might be included.**