|  |  |  |
| --- | --- | --- |
| C:\Documents and Settings\ASISTENTE\Mis documentos\Logos\GI SCHOOL.jpg | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  2011 -2012 | v. 03 |
| August 2010 |

**Subject (s): ESL Grade: 7th Term: 1st**

**Name / Theme or Unit:**

**Time Frame: 9 weeks**

**Submitted by: Nancy Paola Riascos**

|  |  |
| --- | --- |
| **OVERVIEW:** In this unit, students will learn to read and interpret various forms of literature, and to write using different formats at their current level of English ability. We will focus on the development of literacy skills. Students will have the opportunity to improve their literacy and develop a strong foundation to acquire a higher level of proficiency. | |
| **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 Tuck Everlasting 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, and double bubble map to compare and contrast) * Summarize articles about current events. Identify headline, byline, lead, captions, and credits. * Write persuasive essays. Introduction. Thesis statement, theme, main idea, supporting details and conclusion. * 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  Summary by chapters  Thinking maps  Essay about  Use of dictionary and appropriate selection of words and definitions  Essay about  Class discussions  Portfolio  Test | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| 1. Watch a movie(Charlotte’s Web and Alice in Wonderland) and identify the genre, main characters, protagonist, antagonist, plot events, point of view, authors purpose, etc  2. Read the author’s biography and a brief introduction to the book. Use a double bubble map to show their similarities and differences.  3. Draw the setting of the story and write descriptive words to support your drawings.  3. Informative essay about fantasy. Thesis statement: Fantasies have their roots in folktales, legends, and myths.  4. Write an essay stating a position. Would you like to live forever? What would be the advantages and disadvantages?  5. Write a description of main characters. Use bubble maps to explain some character traits.  6. Write an essay talking about the changes in life that you look forward to as you think about growing older.  7. Complete a cause and effect chart.(chapters 9 to 20)  8. Answer question that reflect literary analysis.  9. Read aloud chapter 12. Discuss about Tucks conversation with Winnie and how convincing he was.  10. Make inferences and draw conclusions about weather and actions from chapter 22 to 24  11: Write an essay about the impact the actions of one person can have in the world. Support with real examples.  12. Write a letter to the Tucks telling what happened to Winnie after they free Mae from jail.  13. Draw a collection of objects to make a museum of Tuck Everlasting.  14. Present short stories using the study we made of Tuck Everlasting as an example. The titles f the stories are: Fable by Merril Moore, The Weaver of Tomorrow by Jane Yolen, The Water of Life by The Brothers Grimm, The Circle Game by Joni Mitchel and From Voyages and Discoveries of the Companions of Christopher Columbus by Washington Irving.  15. Weekly report on current news. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Novel study: Tuck Everlasting by Natalie babbit  Holt Language and Literature textbook, library,  video clips, Interactive Reader short stories and informational texts  movie Charlotte’s Web and Tuck Everlasting  Graphic organizers and thinking maps  <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.**