



Pre-observation meeting

Unit Big Idea: I want my students to understand that when reading literacy texts, it is important to:

- Determine the theme of a text and analyze its development over the course of a text
- Analyze how differences in the points of view of the characters and the audience create effects such as suspense

In order to write a narrative (folk tale) with a universal theme (or lesson).

Focus Standards:

CCSS.ELA-LITERACY.RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently (text to be used in this unit are folktales from other Spanish speaking countries).

Focus Language objectives: Students will collaboratively create (write) a story using phrases provided by the teacher. Students will use the following sentences prompts to engage in the collaborative writing process:

- *Mi frase dice...*
- *¿Qué dice la tuya?*
- *Esta dice...*
- *¿Qué dice otra?*

Students will take advantage of the following connecting words in Spanish to support the story creation:

- *Hace muchos años,*
- *Un día,*
- *Después,*
- *Luego,*
- *Entonces,*
- *Pero,*
- *Finalmente,*

Focus Content objective: – students will be able to explain how the same universal theme can be developed through the course of different stories.

What would you like me to look for during this lesson?

- Evidence of student engagement
- Student-student oral interactions – events, language, duration
- Student-teacher oral interactions – events, language, duration
- I do, you do, we do
- Rigor
- Questions, comments, observations: