Our text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our content topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 1. Look back at your text and analyze it for **mortar** structures. What mortar words/phrases are common in this book? Which are especially connected to the overall text structure?
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What kinds of larger language structures do these reflect (e.g., description, comparison, etc)?

Based on your analysis, which language structures make sense to focus on in this lesson?

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| 1. Identify and design at least 1 hands-on, contextualizing activity that can support pre-writing for this topic and writing assignment:
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| 1. Design a graphic organizer that your students can use to organize their thinking prior to writing about this topic:
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| 1. Create 2-3 sentence frames that your students can use in writing. *(Try creating frames that support different levels of language proficiency for this language objective!)*
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