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| 4 Hour ELD Weekly Lesson Plan | | | | | | **Week of Lesson:** | Jan. 13-17, 2014 |
| Time of Daily Lesson: | 1:10-2:10 Writing  2:10-2:40 Vocabulary | | | Grade Level: | | First Grade | |
| **ELPS (English Language Proficiency Standard):** | **I** | **II** | | **III** | **IV** | **V** |  |
| **Proficiency Level:** | **PE** | **E** | | **B** | **I** |  |  |
| **Time Allocation: 60 minutes** | | | | **Writing** | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:**  **I can express my thinking and ideas about a certain topic.**  **I can share and organize my ideas.**  **I can write in a complete sentence.** | | | | **ELP Standards**  **II.W.1: HI-1:** writing a narrative or short story that includes a main idea, character, setting and a sequence of events.  **II.W.1: HI-7:** writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.  **II.W.3: HI-8:** writing a short response to a literary selection that connects text to self, text to world, or text to other text.  **ELA Standards**  **1.W.8:**  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | |
| **Academic Vocabulary:** | | | | inventor, invention, past, present. | | | |
| **Materials:** | | | | **Story Sack, “Cast of Characters” trait chart or booklet**  [www.teachervision.fen.com/writing/resource/2669.html?detoured=1](http://www.teachervision.fen.com/writing/resource/2669.html?detoured=1)  http://www.ttms.org/PDFs/01%20Writing%20Strategy%20Guide%20v001%20(Full).pdf)  **Read Aloud: Charlie and the Chocolate Factory** | | | |
| LESSON DELIVERY: LEARNING TASK 2 Asking guiding questions  Tell students you are going to share some secret items about a new read-aloud story (Charlie and the Chocolate Factory), that will give some clues about the story’s characters, settings, and events. | | | | | | | |
| **Monday**  **\*Story Sack**  **\*Items for story sack:**  **Pictures of Charlie, Willy Wonka, Grandpa Jo, Veruca/Mike/Violet/Augustus chocolate bars, dilapidated house, factory, oompa loompas, golden ticket, cane and top hat, glass elevator, candy store.** | | | Teacher Will:  State the objective: I can express my thinking and ideas about a certain topic.  TW introduce new read aloud and check students background Knowledge by:  Tell students you are going to share some secret items about a new read-aloud story (Charlie and the Chocolate Factory), that will give some clues about the story’s *characters, settings, and events*.  Using a Story Sack, pull out one item at a time.  TW ask students to identify the item to match the appropriate story element and place on the chart. The story chart can include, characters, setting, plot - beginning, middle, end and problem/solution.  \*Continue with all items from the Story Sack.  Once items are placed on the chart, TW have students think, pair share predictions of what the story may be about.  Students Will:  Restate the objective: I can express my thinking and ideas about a certain topic.  SW identify the item to match the appropriate story element and place on the chart.  SW think, pair share predictions of what the story may be about.  SW write about their predictions and share with a partner. | | | | |
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| **Tuesday:**  **Read Aloud:** Charlie and the Chocolate Factory  **“Cast of Characters”** trait chart or booklet  **Character Traits List** www.teachervision.fen.com/writing/resource/2669.html?detoured=1 for | | | Teacher Will:  **State the objective:** **I can share and organize my ideas.**  **TW Read : Charlie and the Chocolate Factory (** Chapter 1)  **TW** have students **Think-Pair-Share** several questions / answer combinations about the setting, characters, and events. These can be shared aloud or monitored by the circulating teacher. Make sure to ask questions that require evidence or justification.  eg**. Who are the characters?**  **What is the setting of the story/chapter?**  **What is the time of day?**  **What is the evidence?**  **Students Will:**  **Restate the objective:** **I can share and organize my ideas.**  **SW** listen and participate.  **SW** TPS their ideas.  **SW** answer questions.  Teachers begin a setting and **“Cast of Characters”** trait chart or booklet that will document how the setting and character traits change throughout time in the book(and booklet).  Go to Character Traits List **www.teachervision.fen.com/writing/resource/2669.html?detoured=1 for a list of character traits you may use.**  After reading chapter 1, begin writing the character names, and a trait that describes each character. Have students discuss with a partner using a sentence frame: “ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” | | | | |
| **Wednesday:** | | | **Early release** | | | | |
| **Thursday:**  **Read : Charlie and the Chocolate Factory ( Chapter 2 and 3)** | | | **Teacher Will:**  **State the objective: I can share and organize my ideas.**  **TW** Read : Charlie and the Chocolate Factory ( Chapter 2 and 3)  **TW** have students **Think-Pair-Share** several questions / answer combinations about the setting, characters, and events. These can be shared aloud or monitored by the circulating teacher. Make sure to ask questions that require evidence or justification.  **eg. Who are the characters?**  **What is the setting of the story/chapter?**  **What is the time of day?**  **What is the evidence?**  **Students Will:**  **Restate the objective: I can share and organize my ideas.**  **SW** listen and participate.  **SW** TPS their ideas.  **SW** answer questions.  TW continue with “Cast of Characters” trait chart or booklet.  After reading chapter 2 and 3, TW write the character names, and a trait that describes each character. Have students discuss with a partner using a sentence frame: “ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is very\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” | | | | |
| **Friday:**  \*Start creating an **anchor chart** that has asking words on it , such as ***who, where, when, why*, *how*** to provide the students with a visual of words in which questions can begin. | | | **Teacher Will:**  **State the objective:** **I can share and organize my ideas.**  **TW** review and ask questions about ch. 1-3.  **TW** will ask students to TPR what they remember from the story.  **TW** discuss the main character, Charlie Bucket. Ask the students if they noticed what Charlie really wanted in Chapters 1 and 2.  **TW** ask, “How do you know that he really wanted chocolate?” Discuss how they knew by citing evidence and providing justification from the chapters.  **TW** have students illustrate their interpretation of the key events in Ch. 2, then write about it in their journal.  **TW** have students talk with a partner and practice reading their sentences aloud.  **Students Will:**  **Restate the objective: I can share and organize my ideas.**  **SW** TPR what they remember.  **SW** share out their ideas and providing evidence.  **SW** write andillustrate their interpretation of the key events.  **SW** read their sentence to a partner. | | | | |
|  | | | Check if students were able to write using the writing rubric.  Teacher will listen as students read what they have written.  Check for understanding- are students using key details. | | | | |
| **Differentiate :**  **The teacher will adapt lesson to different levels of learning.** | | | \*Students that are having difficulty writing will be encouraged to write by copying.  \* Pair students and provide a sentence frame.  \*Dictate to the teacher, and draw a picture to connect with their thoughts.  \*Work with a partner. | | | | |

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**II.W.3: HI-8:** writing a short response to a literary selection that connects text to self, text to world, or text to other text.

ELA Standards

**1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Student friendly

I can express my thinking and ideas about a certain topic.

I can share and organize my ideas.

I can write in a complete sentence.