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| 4 Hour ELD Weekly Lesson Plan | **Week of Lesson:**  | January 13-17, 2014 |
| Time of Daily Lesson: |  8:10-9:25  | Grade Level: | First Grade |
| **ELPS (English Language Proficiency Standard):** | **[ ]  I** | **[ ]  II** | **[ ]  III** | **[ ]  IV** | **[ ]  V** |  |
| **Proficiency Level:** | **[ ]  PE** | **[ ]  E** | **[ ]  B** | **[ ]  LI** | **[ ]  HI** |  |
| **Time Allocation:**  | Reading -SFA |
| **ELP Standard(s)/Performance Indicator(s):** **Student Friendly Language Objective:****I can use complete sentences and use academic language when I speak about what I am learning. I can ask and answer questions using academic language. I can tell the difference between initial, medial, and final sounds. I can form words by blending sounds. I can say a new word when a grapheme is changed. I can read high frequency words. I can stop and check to see if what I am reading makes sense. I can read in a way that sounds like I am talking. I can tell if a text is realistic or fictional. I can find and answer questions about the text.** | R1: Hl-1: distinguishing between initial, media, and final spoken sounds to produce words R2: Hl-6: forming words by blending spoken simple onsets (/c/) and rimes (/at/) R2: Hl-13: reading high frequency words and irregular sight words fluently. R3: Hl-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. R4: Hl-1: identifying the differences between fiction and nonfiction. R4: Hl-3: locating facts and answering questions about text.  |
|  **Academic Vocabulary:** | \* Relatives, traveled, supper, particular, summer, drove, hug, sleep-------------------------------------------------------------------------------\*breeze, entangled, trunk, ravine, ant, giraffe, lion, elephant |
| **Materials:** | **Phonics Cards : /x/****Shared Story #12: Kim’s Visit****STar Story: The Relatives Came**------------------------------------------------------------------------------------------**Phonics Cards : /\_ed/ /\_ing/ /a\_e/****Shared Story #13: The Field Trip****STar Story: The Ant and the Elephant** |
| LESSON DELIVERY |
| **Monday:****Day 1 Lesson 12** | **Fast Track Phonics**\*Alphabet Wall Frieze Review **Hear Sounds**TW: show picture and say wordSW: say beginning sound of picture**Say It Fast**TW: break word into soundsSW: say word**Break-It-Down**TW: say a wordSW: break the word into its sound**Read Letter Sounds**TW: show last sound to reviewSW: watch and say soundTW: review key card/letter blending cardsSW: say the soundTW: model how to read Partner **Practice Book Pg. 10**SW: read sounds/wordsTW: write words from pg. 10 on green cardSW: repeat the word TW: repeat the activity with challenge words from partner practice book.**Quick Erase: chin…shin…thin…than…that…rat…ran…Jan****Hear the New Sound: /x/**TW: introduce the new soundSW: listen and say words with new soundTW: ask students to think of other words that begin with the new soundSW: use TPS/partner to share words**Write Letters**TW: guide students to write thenew sound and review other soundsSW: write the new/old sound in their journalTW: guide students to stretchand count to stretch and writeSW: stretch and write words**Shared Story: Kim’s Visit**TW: Preview the storySW: look and listen TW: Show video Word PlaySW: Repeat on cue.TW: intro GREEN wordsSW: stretch and repeatTW: intro RED wordsSW: repeatTW: SAY- SPELL-SAY RED words(say it, spell it clap each letter, say it)SW: SAY-SPELL-SAY**Guided Group Reading**TW: model partner readingSW: practiceTW: read “teacher part” on top of shared story, then textSW: listen and repeat **Discussion Questions**TW: ask questions about the storySW: T-P-S to answer**Star Story: The Relatives Came**TW: review Star voc.SW: use echo read routineTW: read STaR TextSW:WGR/T-P-S and retell**Star Writing Strategies**TW: model writing a sentenceSW: use voc to write **Alphies Question Quiz**Where did the relatives go?How long did the relatives travel to get there? |
| **Tuesday:****Day 2 Lesson 12****ASSESSMENT 3** | **Shared Story: Kim’s Visit**TW: story reviewSW: look and listen TW: Show video Word PlaySW: Repeat on cue.TW: intro GREEN wordsSW: stretch and repeatTW: intro RED wordsSW: repeatTW: SAY- SPELL-SAY RED words(say it, spell it clap each letter, say it)SW: SAY-SPELL-SAY**Guided Group Reading**TW: model partner readingSW: practiceTW: read “teacher part” on top of shared story, then textSW: listen and repeat **Discussion Questions**TW: ask questions about the storySW: T-P-S to answer**Star Story: The Costume Party**TW: review Star voc.SW: use echo read routineTW: read STaR TextSW:WGR/T-P-S and retell**Star Writing Strategies**TW: model writing a sentenceSW: use voc to write **Alphies Question Quiz**What did the relatives do after supper?Why weren’t the relatives particular about beds? |
| **Wednesday:****Day 3 Lesson 12****\*Lesson Review (L 11)** | **Fast Track Phonics**\*Alphabet Wall Frieze Review**Hear Sounds**TW: show picture and say wordSW: say beginning sound of picture**Say It Fast**TW: break word into soundsSW: say word**Break-It-Down**TW: say a wordSW: break the word into its sound**Read Letter Sounds**TW: show last sound to reviewSW: watch and say soundTW: review key card/letter blending cardsSW: say the soundTW: guide students to read**Partner Practice Book Pg. 8**SW: read sounds/wordsTW: write words from pg. on green cards.SW: repeat the word TW: repeat the activity with challenge words from partner practice book.**Quick Erase: wet…yet…let…leg…lag…wag…wig…zig****Hear the New Sound: /th/**TW: introduce the new soundSW: listen and say words with new soundTW: ask students to think of other words that begin with the new soundSW: use TPS/partner to share words**Write Letters**TW: guide students to write the new sound and review other soundsSW: write the new/old sound in their journalTW: guide students to stretch and count to stretch and writeSW: stretch and write words**Shared Story: Kim’s Visit**TW: review the storySW: look and listen TW: Show video Word PlaySW: Repeat on cue.TW: intro GREEN wordsSW: stretch and repeatTW: intro RED wordsSW: repeatTW: SAY- SPELL-SAY RED words(say it, spell it clap each letter, say it)SW: SAY-SPELL-SAY**Guided Group Reading**TW: model partner readingSW: practiceTW: read “teacher part” on top of shared story, then textSW: listen and repeat **Discussion Questions**TW: ask questions about the storySW: T-P-S to answer**Star Story: Vocabulary: Silly or Sensible** TW: Ask questions about the storySW: Answer questions**Star Writing**TW: model writing a sentenceSW: use voc to write |
|  **Thursday:** **Day 1 Lesson 13** | **Fast Track Phonics**\*Presenting /\_ed/ /\_ing/**Break-It-Down**TW: say a wordSW: break the word into its sound**Class Review-Sounds and Words**TW: review key cards from previous lessonsSW: say sound TW: review letter phrase and writing SW: say the phrase and writing**Partner Practice Book Pg.1**SW: read sounds/wordsSW: repeat the word TW: repeat the activity with challenge words from partner practice book. **Quick Erase: chin…thin…thick…sick…stick…stack…tack…shack****Hear the New Sound: /\_ed/**TW: introduce the new soundSW: listen and say words with new soundTW: ask students to think of other words that begin with the new soundSW: use TPS/partner to share words**Write Letters**TW: guide students to write the new sound and review other soundsSW: write the new/old sound in their journalTW: guide students to stretch and count to stretch and writeSW: stretch and write words**Shared Story: The Field Trip**TW: Preview the storySW: look and listen TW: Show video Word PlaySW: Repeat on cue.TW: intro GREEN wordsSW: stretch and repeatTW: intro RED wordsSW: repeatTW: SAY- SPELL-SAY RED words(say it, spell it clap each letter, say it)SW: SAY-SPELL-SAY**Partner Word Reading**TW: model partner readingSW: practiceTW: read “teacher part” on top of shared story, then textSW: listen and repeat **Discussion Questions**TW: ask questions about the storySW: T-P-S to answer.**Star Story: The Ant and the Elephant**TW: preview Star TextSW: WGR/T-P-S and retell**Star Writing**TW: model writing a sentenceSW: use voc to write**Alphies Question**What did the breeze do to the ant?What entangled the giraffe’s legs? |
| **Friday:** **Day 2 Lesson 13** | **Fast Track Phonics**\* Presenting /\_ed/ /\_ing/**Say It Fast**TW: break word into soundsSW: say word**Read Letter Sounds**TW: show last sound to reviewSW: watch and say soundTW: review key card/letter blending cardsSW: say the soundTW: model how to read Partner **Quick Erase: met…melt…melted…belted…belt…bell…bill****Hear the New Sound: /\_ed/ /\_ing/**TW: introduce the new soundSW: listen and say words with new soundTW: ask students to think of other words that begin with the new soundSW: use TPS/partner to share words**Write words and sentences** TW: guide students to write thenew sound and review other soundsSW: write the new/old sound in their journalTW: guide students to stretchand count to stretch and writeSW: stretch and write words**Shared Story: The Field Trip**TW: review the storySW: look and listen TW: Show video Word PlaySW: Repeat on cue.TW: intro GREEN wordsSW: stretch and repeatTW: intro RED wordsSW: repeatTW: SAY- SPELL-SAY RED words(say it, spell it clap each letter, say it)SW: SAY-SPELL-SAY**Partner Reading**TW: model partner readingSW: practice**Discussion Questions**TW: ask questions about the storySW: T-P-S to answer**Star Story: The Ant and the Elephant**TW: review Star voc.SW: use echo read routineTW: read STaR TextSW:WGR/T-P-S and retell**Star Writing Strategies**TW: model writing a sentenceSW: use voc to write **Alphies Question Quiz**How did the elephant help the ant?How did the elephant get out of the ravine? |
| **ASSESSMENT:** | \*Students that are having difficulty writing will be encouraged to write by copying. \* Pair students and provide a sentence frame. \*Work with a partner. (PBJ partner) |