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| 4 Hour ELD Weekly Lesson Plan  | **Week of Lesson:**  |  Jan. 21-24, 2014 |
| Time of Daily Lesson: | 1:10-2:10 Writing2:10-2:40 Vocabulary  | Grade Level: | First Grade |
| **ELPS (English Language Proficiency Standard):** | **[ ]  I** | **[x]  II** | **[ ]  III** | **[ ]  IV** | **[ ]  V** |  |
| **Proficiency Level:** | **[ ]  PE** | **[ ]  E** | **[x]  B** | **[x]  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 identify characters, and sequence of events.** | **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.**ELA Standards****1.W.3**: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
|  **Academic Vocabulary:** | **jealous, factory, astonishing, glistening, nourishment** |
| **Materials:** |  **Read Aloud: Charlie and the Chocolate Factory** **“Cast of Characters”** trait chart or booklet |
| LESSON DELIVERY: LEARNING TASK 3 Sequence of EventsContinue the settings and character traits chart. This will be used to continue documenting the characters, settings, and plot changes as well as providing the teacher and class opportunities to cite evidence from the text.ESSENTIAL QUESTION: What types of words does the author use to describe *who* and *when*? |
|  **Monday** | MLK NO SCHOOL |
|  **Tuesday:** | Teacher Will:**State the objective:** **I can** **identify characters, and sequence of events.** **TW** ask students to identify the main character in the story (so far Charlie). **TW** have students TPS how they know who the main character is (justification/evidence).**TW** begin a character map or web for Charlie either as a whole group.**\*\***This will be the model for the remaining characters. Add any describing words (adjectives) to the character traits chart.**Students Will:** **Restate the objective:** **I can identify characters, and sequence of events.****SW** identify the main character in the story.**SW** TPS how they know who the main character is (justification/evidence).**SW** share their ideas for a character map or web for Charlie. \*\*students can share their “Cast of Characters” booklet with a partner. |
| **Wednesday:** | **Early release** |
|  **Thursday:****Read : Charlie and the Chocolate Factory ( Chapters 4-6)** | **Teacher Will:****State the objective: I can identify characters, and sequence of events.**Chapters 4 - 6 introduce the ***golden ticket, Augustus Gloop*** and ***Veruca Salt***. For each chapter, continue to create a character web for each new character and add describing words to the character traits chart.**TW** ask what words could be used to introduce when something happens in a story. **TW** use prompting and modeling to elicit responses, such as “First, Augustus Gloop found a Golden Ticket, then Veruca Salt........” next, then, last. **TW** Read : Charlie and the Chocolate Factory (Ch. 4) and have students listen for sequence of events.**TW** have students write a summary using temporal words based on the discussion with students.**See this list for other appropriate 1st grade temporal words: http://www.firstschoolyears.com/literacy/sentence/grammar/prepositions/resources/temporal%20prepositions%20word%20back.pdf****Students Will:** **Restate the objective: I can** **identify characters, and sequence of events. .** **SW** TPS what words could be used to introduce when something happens in a story. **SW** listen for sequence of events. **SW** write a summary using the temporal words. |
| **Friday:****Read : Charlie and the Chocolate Factory ( Chapters 4-6)****Students will write a summary for each chapter.** | **Teacher Will:****State the objective:** **I can share and organize my ideas.** \*\*Teacher will continue reading Charlie and the Chocolate Factory Ch. 5-6.**TW** Read : Charlie and the Chocolate Factory and have students listen for sequence of events.**TW** prompt and model responses, such as “First, next, then, last…**TW** have students write a summary using temporal words based on the discussion with students.**Students Will:** **Restate the objective: I can share and organize my ideas.** **SW** listen for sequence of events. **SW** write a summary using the temporal words. |
|  | 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. |

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.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Student friendly

I can identify characters, and sequence of events.

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

I can share and organize my ideas.