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| 4 Hour ELD Weekly Lesson Plan | | | | | | | **Week of Lesson:** | | January 21-24, 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:** | | | | MLK - NO SCHOOL | | | | | |
| **Tuesday:**  **Day 2 Lesson 13** | | | | **Fast Track Phonics**  \* Presenting /\_ed/ /\_ing/  **Say It Fast**  TW: break word into sounds  SW: say word  Read Letter Sounds  TW: show last sound to review  SW: watch and say sound  TW: review key card/letter blending cards  SW: say the sound  TW: model how to read Partner  **Quick Erase: met…melt…melted…belted…belt…bell…bill**  **Hear the New Sound: /\_ed/ /\_ing/**  TW: introduce the new sound  SW: listen and say words with new sound  TW: ask students to think of other words that begin with the new sound  SW: use TPS/partner to share words  Write words and sentences  TW: guide students to write the  new sound and review other sounds  SW: write the new/old sound in their journal  TW: guide students to stretch  and count to stretch and write  SW: stretch and write words  **Shared Story: The Field Trip**  TW: review the story  SW: look and listen  TW: Show video Word Play  SW: Repeat on cue.  TW: intro GREEN words  SW: stretch and repeat  TW: intro RED words  SW: repeat  TW: SAY- SPELL-SAY RED words  (say it, spell it clap each letter, say it)  SW: SAY-SPELL-SAY  **Partner Reading**  TW: model partner reading  SW: practice  **Discussion Questions**  TW: ask questions about the story  SW: T-P-S to answer  **Star Story: The Ant and the Elephant**  TW: review Star voc.  SW: use echo read routine  TW: read STaR Text  SW:WGR/T-P-S and retell  **Star Writing Strategies**  TW: model writing a sentence  SW: use voc to write  **Alphies Question Quiz**  How did the elephant help the ant?  How did the elephant get out of the ravine? | | | | | |
| **Wednesday:**  **Day 3 Lesson 13** | | | | **Fast Track Phonics**  \* Presenting /\_ed/ /\_ing/ /a\_e/  **Break It Down**  TW: say a word  SW: break it down  **Class Review - Sounds and Words**  TW: show last sound to review  SW: watch and say sound  TW: review key card/letter blending cards  SW: say the sound/ stretch and read  **Partner Practice – Sounds and Words pg.4**  TW: model how to read Partner  SW: read with a partner  **Quick Erase: fox…box…ox…ax…at…rat…rang…sang…sing…king**  **Hear the New Sound: /a\_e/**  TW: introduce the new sound  SW: listen and say words with new sound  TW: ask students to think of other words that begin with the new sound  SW: use TPS/partner to share words  **Write words and sentences**  TW: guide students to write the  new sound and review other sounds  SW: write the new/old sound in their journal  TW: guide students to stretch  and count to stretch and write  SW: stretch and write words  **Shared Story: The Field Trip**  TW: review the story  SW: look and listen  TW: Show video Word Play  SW: Repeat on cue.  TW: intro GREEN words  SW: stretch and repeat  TW: intro RED words  SW: repeat  TW: SAY- SPELL-SAY RED words  (say it, spell it clap each letter, say it)  SW: SAY-SPELL-SAY  **Partner Reading**  TW: model partner reading  SW: practice  **Adventures in Writing**  TW: model copying and writing a response to a sentence starter  SW: copy and write a response, then elaborate. | | | | | |
| **Thursday:**  **Day 1 Lesson 14** | | | | **Fast Track Phonics**  \*Presenting /a\_e/ /ee/  **Say - It - Fast**  TW: say each sound  SW: blend sounds into words  **Class Review-Sounds and Words**  TW: review key cards from previous lessons  SW: say sound  TW: review letter phrase and writing  SW: say the phrase and writing  **Partner Practice Book Pg.5**  SW: read sounds/words  SW: repeat the word  TW: repeat the activity with challenge words from partner practice book.  **Quick Erase: hat…mat…rat…late…lake…take…make…bake…rake**  **Hear the New Sound: /a\_e/**  TW: introduce the new sound  SW: listen and say words with new sound  TW: ask students to think of other words that begin with the new sound  SW: use TPS/partner to share words  **Write Words and Sentences**  TW: guide students to write the new sound and review other sounds  SW: write the new/old sound in their journal  TW: guide students to stretch and count to stretch and write  SW: stretch and write words  **Shared Story: The Rainy Day**  TW: Preview the story  SW: look and listen  TW: Show video Word Play  SW: Repeat on cue.  TW: intro GREEN words  SW: stretch and repeat  TW: intro RED words  SW: repeat  TW: SAY- SPELL-SAY RED words  (say it, spell it clap each letter, say it)  SW: SAY-SPELL-SAY  **Partner Word and Sentence Reading**  TW: model partner reading  SW: practice  TW: read “teacher part” on top of shared story, then text  SW: listen and repeat  **Discussion Questions**  TW: ask questions about the story  SW: T-P-S to answer.  **Star Story: Mud Puddle**  TW: preview Star Text  SW: WGR/T-P-S and retell  **Star Writing**  TW: model writing a sentence  SW: use voc to write  **Alphies Question**  What happens to Jule Ann when she goes outside?  Why does Jule Ann’s mother scrub her? | | | | | |
| **Friday:**  **Day 2 Lesson 14** | | | | **Fast Track Phonics**  \* Presenting /ee/  **Break It Down**  TW: say word  SW: break word into sounds  **Class Review-Sounds and Words**  TW: review key cards from previous lessons  SW: say sound  TW: review letter phrase and writing  SW: say the phrase and writing  **Partner Practice Book Pg.6**  SW: read sounds/words  SW: repeat the word  TW**:** repeat the activity with challenge words from partner practice book  **Quick Erase: tape…cape…cap…map…mat…late…lane…cane**  **Hear the New Sound: /ee/**  TW: introduce the new sound  SW: listen and say words with new sound  TW: ask students to think of other words that begin with the new sound  SW: use TPS/partner to share words  **Write words and sentences**  TW: guide students to write the  new sound and review other sounds  SW: write the new/old sound in their journal  TW: guide students to stretch  and count to stretch and write  SW: stretch and write words  **Shared Story: The Rainy Day**  TW: review the story  SW: look and listen  TW: Show video Word Play  SW: Repeat on cue.  TW: intro GREEN words  SW: stretch and repeat  TW: intro RED words  SW: repeat  TW: SAY- SPELL-SAY RED words  (say it, spell it clap each letter, say it)  SW: SAY-SPELL-SAY  **Partner Word and Sentence Reading**  TW: model partner reading  SW: practice  **Partner Story Questions**  TW: discuss and model how to answer questions on back of book  SW: answer questions with a partner  **Star Story: Mud Puddle**  TW: review Star voc.  SW: use echo read routine  TW: read STaR Text  SW:WGR/T-P-S and retell  **Star Writing Strategies**  TW: model writing a sentence  SW: use voc to write  **Alphies Question Quiz**  Why does Jule Ann take off her raincoat?  Why is Jule Ann afraid to go outside? | | | | | |
| **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) | | | | | |