|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SFA Reading and Vocabulary ELD Plan | | | | | | | **Week of Lesson:** | | Jan. 27-31, 2014 |
| Time of Daily Lesson: | 8:10-9:25 AM | | | Grade Level: ROOTS 21-26 | | | 1st-5th | | |
| **ELPS (English Language Proficiency Standard):** | | **I** | **II** | **III** | **IV** | **V** | |  | |
| **Proficiency Level:** | | **PE** | **E** | **B** | **I** |  | |  | |
| **Time Allocation: 75 minutes** | | | | Choose an item. | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language and Vocabulary Objectives:** | | | | **I can produce a new word when a specific grapheme is changed, added, or removed.**  **ELP II R-2: LI-4: blending spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/f/i/n/d/=find;/fl/a/t/=flat).**  **II R-2: LI-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings**  **II R-2: LI 11 reading high frequency words**  **I can read high frequency words and irregular sight words fluently.**  **ELP II R-3: B-1: reading aloud passages from familiar or cumulative text with fluency. (accuracy, appropriate phrasing, attention to punctuation) I will read out loud with feeling, smoothness and accuracy at the targeted rate.**  **I can describe the characters, setting, problem, solution and important events in the text. I can locate information from a completed graphic organizer. ELP I can express orally my own thinking and ideas using a complete sentence that includes the question stem. I can predict events in a story. I can read and spell words with the /oa/ and the/ur/ sound**  **I can identify the meaning of challenge words to use correctly when reading and writing sentences. ELP: I can use grade specific academic vocabulary and symbols within context. I can read, write and define the new vocabulary words. I can stretch and read new words using the sounds from the key cards. I can write the answer to a question in a complete sentence using a question stem.**  **I can compare and contrast characters in a story.**  **I can practice active listening. I can help and encourage others by working cooperatively in a group.**  **I can edit my writing for correct capitalization, punctuation and spelling.**  **I can write a letter asking for help with a problem.** | | | | | |
| **Academic Vocabulary:** | | | | **Describe Predict Character**  **pedals, coast, helmet, brakes**  **geese, coat, harvest, huddled** | | | | | |
| **Materials:** | | | | **Phonics picture cards, Partner Practice Booklet 6 Shared Story 31 & 32 Language Development cards, Word Cards, Reading Strategy Cue Cards**  **Star Story : Vera Rides a Bike & The Big Snow; Graphic Organizer for writing task, Fostering Richer Language Scoring**  **Rubric, Reading Roots Interactive**  **Vocabulary: pedals, coast, helmet, brakes and geese, coat, harvest, huddled with pictures and definitions.** | | | | | |
|  | | | | | | | | | |
| **Monday** | | | | **L31D2**  Say It Fast WG  Review previous sounds WG  PP review sounds and challenge sentence  **Quick Erase in journals**  **New Sound**  Intro /oa/ intro picture card and letter group.  Stretch and read with the new sound  PP words with new sounds.  Journals Writing words and sentence.  **Shared Story-Ride a Bike**  **Story Review**  TPS review questions  **Partner word and sentence reading**  **Guided Partner Reading**  Alternating pages, partners help /retell/ reread for fluency  Focus on reading story accurately with no mistakes!  Comprehension questions TPS Award points  **Reading Celebration**  Reading aloud by two students  Between the Lions  **Star Story: Vera Rides a Bike**  **Star Review**  **Structure Review**  Story Map-TPS Title, characters, setting, problem, solution and important events.  **Star Writing-TSW write about their favorite part of Vera Rides a Bike-TW model sentence writing.**  **Alphie’s Question Quiz** | | | | | |
| **Tuesday** | | | | **L31D3**  **LESSON DELIVERY**  **Break it Down**  **Review previous sounds**  **PP-Previous words and challenge sentence**  **Quick erase in journals**  **Hear the New Sound /ur/**  **Intro Animated Alphabet**  **Stretch and Read with /ur/ sound**  **PP new sound words (bottom box of page 10)**  **Journals to write sounds and words**  **Shared Story: Ride a Bike**  **Partner Word and Sentence Reading**  **Guided Partner Reading:** Alternating pages, partners help /retell/ reread for fluency  **FOCUS-storytelling voices**  Discussion questions  **All Together Now-wg reads the store**  **Star Story : Vera Ride a Bike**  Vocab Review: silly or sensible?  TSW TPS whether words are correctly used in sentences.  **Adventures in Writing**  Prewriting  TW intro writing directions for how to ride a bike  TW model writing the directions in sequential order  Prewriting  TPS with partners steps to ride a bike  Writing  TSW number paper from 1-5 and write steps to ride a bike  TW show example of Alphie’s paper and model making corrections.  Writing Celebration-Random sticks for students to read their writing. | | | | | |
| **Wednesday** | | | | **L32D1**  **Fast Track Phonics**  **Say it Fast**  WG review sounds and words  PBJ with PP reviewing past words and challenge sentence  **Quick erase** in Journals-change sound to create new words  Review sound /ur/  Stretch and read with new sounds  PBJ with PP books to read words with the new sounds.  Write words and sentence in journals  **Shared Story-Home with a Cold**  **Preview-**Word play, present green, red words, and review sentences from the story.  **Partner Word and Sentence Reading**  **Guided Partner Reading**-  Alternate reading pages/retell/reread for fluency  **Discussion Questions**-TPS then sticks to share with WG  **Star Story : The Big Snow**  **Preview story and intro new vocab with pictures and definitions**-geese, coat, harvest, huddled  Interactive Reading TE page 218  TPS and WG questions and answers.  **Star Celebration** to celebrate a new word. TPS with partners to each orally create a sentence.  **STaR Writing**  Write one sentence using 2 Star Words or two sentences with one Star word each.  Alphies Question Quiz-Complete sentences | | | | | |
| **Thursday** | | | | **L32D2**  Assessment 8  **Shared Story-Home with a Cold**  **Story Review**  TPS review questions  **Partner word and sentence reading**  **Guided Partner Reading**  Alternating pages, partners help /retell/ reread for fluency  **Focus**: reading story accurately with no mistakes!  Comprehension questions TPS Award points  **Reading Celebration**  Reading aloud by two students  Between the Lions  **Star Story: The Big Snow**  **Star Review**  **Structure Review**  Story Map-TPS Title, characters, setting, problem, solution and important events.  **Star Writing-TSW write about their favorite part of The Big Snow-TW model sentence writing.**  **Alphie’s Question Quiz** | | | | | |
| **Friday** | | | | **L32D3**  **FTP REVIEW DAY**  **Review previous sounds**  **PP-Previous words and challenge sentence**  **Journals to write sounds and words**  **Shared Story: Home with a Cold**  **Partner Word and Sentence Reading**  **Guided Partner Reading:** Alternating pages, partners help /retell/ reread for fluency  **FOCUS-storytelling voices**  Discussion questions  **All Together Now-wg reads the store**  **Adventures in Writing**  Prewriting  TW intro graphic organizer for how to take care of a pet.  TW model filling out each part of the graphic organizer  Partner Planning  TPS with partners what kind of pets they would like and how to take care of them.  Writing  TSW fill out their own graphic organizer  TW show example of Bett’s paper and model making corrections.  **Writing Celebration**-Random sticks for students to read their writing. | | | | | |
| **ASSESSMENT:** | | | | **Teacher Cycle Record Form**  **Story Maps**  **Writing Product-Blackline Master for taking care of a pet**  **Journals** | | | | | |