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| 4 Hour ELD Weekly Lesson Plan | | | | | | **Week of Lesson:** | Jan. 27-31, 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 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.  **1.W.5**: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  a. May include oral or written prewriting. | | | |
| **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 4 Writing Assessment 1    Narrative Task:  Using the Cast of Characters Booklets, students will select one character and write a narrative description of the emotions / “strong feelings” and personalities of the character, the setting of their introduction, and their reason for going to Chocolate Factory. | | | | | | | |
| **Monday** | | | Teacher Will:  State the objective: I can identify characters, and sequence of events.  TW model, how to choose 4 character traits and place on a 4 square.  \*This will be a shared writing about Grandpa Joe  TW then model how to turn the traits into complete sentences, such as “First, Grandpa Joe is ...” and continue with the other 3 traits.  **Students Will:**  **Restate the objective: I can identify characters, and sequence of events.**  **SW** observe and help identify character traits.  **SW** participate incompleting sentences.  \*students will copy/write what teacher wrote and share with a partner. | | | | |
| **Tuesday:** | | | Teacher Will:  **State the objective:** **I can** **identify characters, and sequence of events.**    **TW** ask students to TPS Charlie Buckets character traits.  **TW** have students write a narrative paragraph about the character Charlie Bucket.  **TW** independently begin each step:  (Narrative, 4 character traits and place on a 4 square)  **Students Will:**  **Restate the objective:** **I can identify characters, and sequence of events.**  **SW** TPS Charlie Buckets character traits.  **SW** begina narrative paragraph about the character Charlie Bucket.  **SW** independently begin each step:  (Narrative, 4 character traits and place on a 4 square) | | | | |
| **Wednesday:** | | | **Early release** | | | | |
| **Thursday:** | | | **Teacher Will:** have students continue writing a narrative paragraph about the character Charlie Bucket.  **Students Will:** continue writing a narrative paragraph about the character Charlie Bucket. | | | | |
| **Friday:** | | | **Teacher Will:**  **State the objective:** **I can share and organize my ideas.**  **TW** complete the process by modeling simple editing steps (eg. capital letters, punctuation, letter formation, and spacing) and conferencing with students.  **Students Will:**  **Restate the objective: I can share and organize my ideas.**  **SW** edit with teachers and peers and complete a final, published copy with detailed, colored illustrations. | | | | |
|  | | | 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.

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.

**1.W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting.

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.