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| SFA Reading and Vocabulary ELD Plan | | | | | | | **Week of Lesson:** | | Feb 3-7, 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 /ow/ and the/oo/ and u\_e 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**  **skating, contest, graceful, contestants and sleet, saucer, lore, might** | | | | | |
| **Materials:** | | | | **Phonics picture cards, Partner Practice Booklet 6 Shared Story 33 & 34 Language Development cards, Word Cards, Reading Strategy Cue Cards**  **Star Story : Callie Cat, Ice Skater and poem “On a Night of Snow”; Graphic Organizer for writing task, Fostering Richer Language Scoring**  **Rubric, Reading Roots Interactive**  **Vocabulary: skating, contest, graceful, contestants and sleet, saucer, lore, might with pictures and definitions.** | | | | | |
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| **Monday** | | | | **L33D1**  **Fast Track Phonics**  **Break it Down**  WG review sounds and words  PBJ with PP reviewing past words and challenge sentence  **Quick erase** in Journals-change sound to create new words  **Hear the New Sound** Intro /ow/  Animated alphabet  Stretch and read with new sounds  PBJ with PP books to read words with the new sounds.  Write letter sounds and words in journals  **Shared Story-Slippery Steps**  **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 : Callie Cat, Ice Skater**  **Preview story and intro new vocab with pictures and definitions**-skating, contest, graceful, contestants  Interactive Reading TE page 252  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 | | | | | |
| **Tuesday** | | | | **L33d2**  **LESSON DELIVERY**  **Say It Fast**  **Review previous sounds**  **PP-Previous words and challenge sentence**  **Quick erase in journals**  **Hear the New Sound /ow/**  **Stretch and Read with /ow/ sound**  **PP new sound words (bottom box of page 10)**  **Journals to write words and sentences**  **Shared Story: Slippery Steps**  **Partner Word and Sentence Reading**  **Partner Reading:** Alternating pages, partners help /retell/ reread for fluency  **FOCUS-reading without mistakes**  Partner story questions  **Reading Celebration**-two students will read one or two pages for the class  **Star Story : Callie Cat, Ice Skater**  Structure Review-TW review the story map SW TPS for characters, setting, problems, solutions, and events. TW random pick students to share  **STaR Writing**  The students will write about their favorite part of Callie Cat, Ice Skater.  **Alphie’s Question Quiz**-SW focus on answering in a complete sentence. | | | | | |
| **Wednesday** | | | | **L32D3**  **FastTrack Phonics**  **Break it Down**  **Review previous sounds**  **PP-Previous words and challenge sentence**  **Quick Erase** in journals  **Hear the New Sound**-Intro animated alphabet, stretch and read with new sound,  **Journals to write sounds and words**  **Shared Story: Slippery Steps**  **Partner Word and Sentence Reading**  **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 led conversation about making a snowman. TW draw a snowman to start the conversation.  TW lead conversation about what steps one has to take to make a snowman.  Partner Planning  TPS with partners how to make a snowman  Writing  TSW title their paper “How to Make a Snowman” and draw a picture of a snowman. Then the students will write 3 to 5 sentences on how to make a snowman.  TW show example of Bett’s paper and model making corrections.  **Writing Celebration**-Random sticks for students to read their writing. | | | | | |
| **Thursday** | | | | **L34D1**  **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  **Hear the New Sound** Review /oo/  Stretch and read with new sounds  PBJ with PP books to read words with the new sounds.  Write letter words and sentences in journals  **Shared Story-The Ice Storm**  **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 : “On a Night of Snow”**  **Preview story and intro new vocab with pictures and definitions**-sleet, saucer, lore, might  Interactive Reading TE page 286  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 | | | | | |
| **Friday** | | | | **L34D2**  **FastTrack Phonics**  **Break it Down**  **Review previous sounds**  **PP-Previous words and challenge sentence**  **Quick Erase in journals**  **Hear the New Sound**-u\_e  **Animated alphabet, stretch and read with new sound**  **Journals to write sounds and words**  **Shared Story: The Ice Storm**  **Story Review**  **Partner Word and Sentence Reading**  **Partner Reading:** Alternating pages, partners help /retell/ reread for fluency  **FOCUS-Reading with no mistakes**  Discussion questions  **Reading Celebration**-two students will read one or two pages  **STaR Story- “On a Night of Snow”**  **Review**-  **Structure Review**-Story map will be reviewed. SW TPS characters, setting, problem/solution and events.  Random sticks to answer  **STaR Celebration**  TPS favorite parts of the poem  **STaR Writing**  SW write sentences about their favorite part of the poem  **Alphie’s Question Quiz**  SW focus on using complete sentences | | | | | |
| **ASSESSMENT:** | | | | **Teacher Cycle Record Form**  **Story Maps**  **Writing Products:**  **Journals, story maps** | | | | | |