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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** | **[x]  II** | **[ ]  III** | **[ ]  IV** | **[ ]  V** |  |
| **Proficiency Level:** | **[ ]  PE** | **[ ]  E** | **[x]  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 wordsPBJ 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 alphabetStretch and read with new soundsPBJ 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, contestantsInteractive Reading TE page 252TPS 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**PrewritingTW 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 PlanningTPS with partners how to make a snowmanWritingTSW 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 wordsPBJ 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 soundsPBJ 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, mightInteractive Reading TE page 286TPS 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** |