|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4 Hour ELD Weekly Lesson Plan** | | | | | | | **Week of Lesson:** | | February 3-7, 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 : /o-e/**  **Shared Story #16 :The Class Trip**  **STar Story: Farmer Duck**  ------------------------------------------------------------------------------------------  **Phonics Cards : /oo/ /ar/**  **Shared Story #17 :Bug Alert**  **STar Story: Head Louse** | | | | | |
| **LESSON DELIVERY** | | | | | | | | | |
| **Monday:**  **Day 1 Lesson 16** | | | | **Fast Track Phonics**  \*Presenting /o\_e/  **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.11**  SW: read sounds/words  SW: repeat the word  TW: repeat the activity with challenge words from partner practice  **Shared Story: The Class Trip**  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: Farmer Duck**  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? | | | | | |
| **Tuesday:**  **Day 2 Lesson 16** | | | | **ASSESSMENT 4**  **Shared Story: The Class 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 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: Farmer Duck**  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 is the duck tired?  What happens to the farmer at the end of the story? | | | | | |
| **Wednesday:**  **Day 3 Lesson 16**  **Lesson Review /i\_e/ /o\_e/** | | | | **Fast Track Phonics**  \* Presenting /i\_e/ /o\_e/  **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.9**  SW: read sounds/words  SW: repeat the word  TW: repeat the activity with challenge words from partner practice book  **Quick Erase: mine…fine…dine…line…lane…lake…bake…take**  **Hear the New Sound: /i\_e/ /o\_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 Class 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 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  **Adventures in Writing**  Prewriting  TW: have students write a postcard.  SW: write all together. | | | | | |
| **Thursday:**  **Day 1 Lesson 17** | | | | **Fast Track Phonics**  \*Presenting /oo/  **Break - It – Down**  TW: say a 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.12**  SW: read sounds/words  SW: repeat the word  TW: repeat the activity with challenge words from partner practice book.  **Quick Erase: lake…bake…cake…cane…lane…line…fine…fin…pin…pine**  **Hear the New Sound: /oo/**  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 Letters and Words**  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: Bug Alert**  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: Head Louse**  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**  How do lice get from head to head?  How do hooks help lice? | | | | | |
| **Friday:**  **Day 2 Lesson 17** | | | | **Fast Track Phonics**  \*Presenting /o\_e/  **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.13**  SW: read sounds/words  SW: repeat the word  TW: repeat the activity with challenge words from partner practice book.  **Quick Erase: noon…moon…soon…seed…feed…food…mood**  **Hear the New Sound: /oo/**  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: Bug Alert**  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  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: Head Louse**  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 do lice need to survive?  What do lice cling to? | | | | | |
| **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) | | | | | |

Math: Unit 11 Telling Time to the half hour February 3-7, 2014

(2 out of a 2 Week Duration)

|  |
| --- |
|  |
| **Content Objective:**   * [**1.MD.3**](https://www.dropbox.com/s/eba8b2e627nk17j/1.MD.3%20Unwrapped%20document.docx?dl=1)**. Tell and write time in hours and half-hours using analog and digital clocks.** * [**1.G.3**](https://www.dropbox.com/s/4y0ucje7zjxipur/1.G.3%20Unwrapped%20document.docx?dl=1)**. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.** |
| **WARM UP: (problem of the day, etc) 10-15 MIN.**  **TW guide students to complete calendar activities: (using complete sentences) day of the week, month of the year, discuss specials of the day, sing songs about the days of the week and months of the year, quick images, counting incorporating tallies and/or graphs** |
| **COMPUTATIONAL FLUENCY PRACTICE/Discussions: 10-15 MIN.**  **Skip counting by 2s, 5s, and 10s forwards and backwards and Number of the Day – Students discuss number patterns explaining using complete sentences how problem of the day was solved.**  **Unit 11 Review, Week 2, Days 1-5** |

|  |
| --- |
| **Materials Needed:**  **Study guides: Telling Time/Almost Time to Go, Clock Worksheet2/Telling Time, Time to Wake Up!/Coin Clocks, Time Worksheets, Assessment Study Guide**  **Youtube: Telling time to the half hour song** [**http://www.youtube.com/watch?v=\_\_5QbFwr7kI**](http://www.youtube.com/watch?v=__5QbFwr7kI)  [**http://www.youtube.com/watch?v=HwdaCiWrR2A**](http://www.youtube.com/watch?v=HwdaCiWrR2A)  **Review week 2 packet, anchor chart**  **Children’s Related Literature Sampling:**  [**Midnight Fright**](http://astore.amazon.com/k5matteares-20/detail/0545044448)**by Kathryn Heling**  [**It's About Time! (MathStart 1)**](http://astore.amazon.com/k5matteares-20/detail/0060557699)**by Stuart J. Murphy**  [**Clocks and More Clocks**](http://astore.amazon.com/k5matteares-20/detail/0689717695)**by Pat Hutchins**  [**Telling Time with Big Mama Cat**](http://astore.amazon.com/k5matteares-20/detail/0152017380)**by Dan Harper**  [**What Time Is It, Mr. Crocodile?**](http://astore.amazon.com/k5matteares-20/detail/0152058508)**by Judy Sierra**  [**The Clock Struck One: A Time-telling Tale (...**](http://astore.amazon.com/k5matteares-20/detail/0822590670)**by Trudy Harris**  [**A Second Is A Hiccup**](http://astore.amazon.com/k5matteares-20/detail/0439831067)**by Hazel Hutchins**  [**Five Minutes' Peace (Large Family)**](http://astore.amazon.com/k5matteares-20/detail/1406320838)**by Jill Murphy** |

|  |  |  |
| --- | --- | --- |
| **Anchor Chart** | **Focus: Telling time to the hour and half hour** | |
| **Vocabulary:**   * **analog clock** * **digital clock** * **hour** * **half-hour** * **half past** * **a.m.** * **p.m.** |  |

|  |
| --- |
| **Mathematical Practices:**  **MP1: Make sense and preserve**  **MP2:Abstract/quantitative reasoning**  **MP 3: Construct arguments**  **MP 4: Model with math**  **MP 5: Use appropriate tools**  **MP 6: Attend to precision**  **MP 7: Make use of structure**  **MP8: Regularity/repeated reasoning** |

|  |  |
| --- | --- |
| **Additional Resources**  **Online Games**  [**Clock Race**](http://nrich.maths.org/6071)  [**Count Us in 10**](http://www.abc.net.au/countusin/games/game10.htm)  [**Stop the Clock**](http://www.oswego.org/ocsd-web/games/StopTheClock/sthec1.html)  **Beginning (introduction/Knowledge Building):**  **Monday-Friday: Review anchor chart and review showing time to the ½ hour on a “Judy Clock”. Students must always say: “I know it’s 6\_\_ o’clock because the hour hand points to the six and the minute had points to the 12. I know it’s half past 8 because the hour hand is pointing in between the 8 and 9 and the minute hand is pointing at the 6.**  **Friday:**  **Review if necessary.** | **Student Engagement Strategies**  **TPS**  **Manipulatives**  **Partners**  **Writing** |

|  |  |
| --- | --- |
| **Middle (Investigating/Exploring):**  **Monday:**  **Complete study guide: Telling Time/Almost Time to Go**  **Tuesday:**  **Complete study guide: Clock Worksheet2/Telling Time**  **Wednesday:**  **Complete study guide: Time to Wake Up!/Coin Clocks**  **Thursday:**  **Complete study guide: Time Worksheets**  **Friday: Assessment Study Guide**  **Students will write the time to the hour and half hour. Students will draw the hands on the clock to the hour and half hour. Review if necessary.** | **Student Engagement Strategies**  **TPS**  **Manipulatives**  **Partners**  **Writing** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 5: Distinguished Command** | **Level 4: Strong**  **Command** | **Level 3: Moderate**  **Command** | **Level 2: Partial**  **Command** |
| **Writes time to the nearest hour and half hour based on an analog clock face, and draws time to the nearest hour and half on an analog clock face.** | **Writes time to the nearest hour and half hour based on an analog clock face.** | **Writes time to the nearest hour based on an analog clock face, and draws time to the nearest hour on an analog clock face.** | **Writes time to the nearest hour based on an analog clock face.** |

|  |  |
| --- | --- |
| **End (Summary): (ex. Exit ticket, quick write)**  **TW show time 6:30 and 2:30 and student will correctly tell the time.** | **Student Engagement:**  **T-P-S, Whole group response, partners, independent**  **work** |

------------------------------------------------------------------------------------------------------------------------------------------

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4 Hour ELD Weekly Lesson Plan** | | | | | | | **Week of Lesson:** | | February 3-7, 2014 |
| **Time of Daily Lesson:** | 9:25-10:05 | | | **Grade Level:** | | | 1st Grade | | |
| **ELPS (English Language Proficiency Standard):** | | **I** | **Il** | **III** | **IV** | **V** | |  | |
| **Proficiency Level:** | | **PE** | **E** | **B** | **I** |  | |  | |
| **Time Allocation: 30 min.** | | | | **Oral English Conversation** | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:** | | | | **II-LS-1-HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one’s thoughts**  **II-LS-2-HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression** | | | | | |
| **Vocabulary:**   * analog clock * digital clock * hour * half-hour * half past * a.m. * p.m. | | | |  | | | | | |
| **Materials:** | | | | -Vocabulary pictures  Telling time to the half hour songs <http://www.youtube.com/watch?v=__5QbFwr7kI>  <http://www.youtube.com/watch?v=HwdaCiWrR2A> | | | | | |
| **LESSON DELIVERY** | | | | | | | | | |
| **Monday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.*  TW use inside/outside circle to share the sentences multiple times. | | | | | |
| **Tuesday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.*  TW use inside/outside circle to share the sentences multiple times. | | | | | |
| **Wednesday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song  SW sing the song using correct pronunciation  TW ask “what is your favorite part of the song?’  SW respond using “My favorite part is \_\_\_. I like it because \_\_\_\_. | | | | | |
| **Thursday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song once  SW sing the song using correct pronunciation  TW ask “what did you notice about the video today (graphics)?’  SW respond using “I noticed that \_\_\_\_. | | | | | |
| **Friday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song once  SW sing the song using correct pronunciation  TW ask “what did you notice about the video today (graphics)?’  SW respond using “I noticed that \_\_\_\_. | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4 Hour ELD Weekly Lesson Plan** | | | | | | | **Week of Lesson:** | | Feb 3rd-7th |
| **Time of Daily Lesson:** | 12:10-1:10 | | | **Grade Level:** | | | 1st grade | | |
| **ELPS (English Language Proficiency Standard):** | | **I** | **X** **II** | **III** | **IV** | **V** | |  | |
| **Proficiency Level:** | | **PE** | **E** | **X** **B** | **X** **I** |  | |  | |
| **Time Allocation:** | | | | **GRAMMAR** | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:**  **- I can tell you that a Noun is a word that names a person, place, thing or idea.**  **-I can tell you that Verbs are action words or something you can do.**  **-I can tell you that Adjectives are a word that is used to describe a noun.**  **- I can write a sentence using Noun, linking verb (am/is/are/we/were) + action verbs + adjective.** | | | | **II-L1- (V) HI-4:** using simple present tense irregular verbs: to be, to have, to do, andto go to produce declarative, negative, and interrogative simple sentences.    **II- L1- (N) HI-4**: using singular  possessive nouns.  **II- L1- (ADJ) HI-2:** using nouns as  modifiers. | | | | | |
| **Academic Vocabulary:** | | | | Common and Proper Nouns, Singular, Plural, Articles, Linking Verbs, Adjectives, Action Verbs | | | | | |
| **Materials:** | | | | Grammar Wall, Language songs from REACH, Chart Paper, REACH teacher’s edition | | | | | |
| **LESSON DELIVERY** | | | | | | | | | |
| **Monday:** | | | | Practice Language songs from REACH TW- State objective  TW-Review Nouns as a word that names a person, place, thing or animal TW- Review Adjectives as a word that is used to describe a noun, telling what kind, how many or which one.  TW- Review Verbs as action words or something you can do. A word that shows physical or mental action, being or state of being.    TW- Review Linking verbs as words that connect the sentence together (am, is, are, was, were) TW- Focus this week on VERBS- as action words or something you can do. TW- Model using a SFA shared story focusing today ONLY on VERBS. TW-Underline all the VERBS in the shared story to model to students. TW- Focus on sentences for a given picture: Noun + Linking verbs ( am, is, are, was, were) + action verbs TW- Use anchor chart from pass lessons to add to  TW- Focus on physical or mental action  TW- Model using pictures to help create sentences will include: Noun + linking verb (am/is/are/ was/ were) + VERB Ex. \* The girl is screaming. \* The boy is hunting. The ice cream is melting. TW- Give examples by writing complete sentences. SW- Re-state objective SW- Help give examples of Noun+ linking verb + VERB to help add to the anchor chart. SW- Take out own SFA shared story and Underline today’s Parts of Speech focus: VERBS SW- Write sentences in journals starting with: Noun, linking verb (am, is, are, was, were) + verb. SW- Write sentences in journals starting with: Noun, linking verb (am, is, are, was, were) + verb. | | | | | |
| **Tuesday:** | | | | Practice Language songs from REACH TW- State objective TW- Review from week VERBS TW- Make a ELA/WRITING connection: Charlie & the Chocolate Factory TW- Give examples by writing VERBS that describe physical or mental action of the characters from story. Ex, Charlie, Grandpa Joe, Veruca, Mike Teavee, Violet, Mr. Willy Wonka SW- Restate objective SW- Write Verbs to describe physical or mental action the characters in their Charlie & the Chocolate factory packets. | | | | | |
| **Wednesday:** | | | | Early dismissal | | | | | |
| **Thursday:** | | | | Early dismissal- Parent-teacher Conferences | | | | | |
| **Friday:** | | | | Early dismissal- Parent-teacher Conferences | | | | | |
| **ASSESSMENT:** | | | | **Teacher will check if students were able to find VERBS in their shared story Teacher will use students writing in journals to if all objectives were met. Teacher will check for understanding- are students able to write a complete sentence with a Nouns, Linking verb, action verb, adjective** | | | | | |

------------------------------------------------------------------------------------------------------------------------------------------

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **4 Hour ELD Weekly Lesson Plan** | | | | | | **Week of Lesson:** | Feb. 3-7, 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.7:** Participate in shared research and writing projects. | | | |
| **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 5 Setting and Action words**  **ESSENTIAL QUESTION: What types of words does the author use to describe where and how?** | | | | | | | |
| **Monday** | | | **Teacher Will:**  **State the objective: I can identify characters, and sequence of events.**  **TW** continue the settings and character traits chart. This will be used to continue documenting the characters, settings, and plot changes as well as providing the teacher and class opportunities to cite evidence from the text.  **TW** read chapters 7 and 8, ask **where** and **how** questions concerning **Veruca** and **Mike**.  **\***Where did they find their golden ticket?  **\***How did they find their golden ticket?  **TW** have students copy the questions and answer them.  **Students Will:**  **Restate the objective: I can identify characters, and sequence of events.**  **SW** listen to the read aloud.  **SW** participate inanswering **where** and **how** questions about **Veruca** and **Mike**.  **SW** copy the questions and answer them. (SW discuss with a partner) | | | | |
| **Tuesday:** | | | **Teacher Will:**  **State the objective:** **I can** **identify characters, and sequence of events.**  **TW** read Chapter 9  **TW** discuss with students **where** and **how** Charlie and Grandpa Joe end up with another chocolate bar.  \***How** did Charlie buy a chocolate bar?  \***Where** did Grandpa Joe find money?  **TW** have students copy the questions and answer them.  **Students Will:**  **Restate the objective:** **I can identify characters, and sequence of events.**  **SW** listen to the read aloud.  **SW** TPS to answer questions **where** and **how** Charlie and Grandpa Joe end up with another chocolate bar.  **SW** copy the questions and answer them. (SW discuss with a partner) | | | | |
| **Wednesday:** | | | **Early release** | | | | |
| **Thursday:** | | | **Conference week** | | | | |
| **Friday:** | | | **Conference week** | | | | |
|  | | | **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.** | | | | |