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| SFA Reading and Vocabulary ELD Plan | | | | | | | **Week of Lesson:** | | Feb 17-19, 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 /oo\/ and the 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**  **sleet, saucer, lore, might** | | | | | |
| **Materials:** | | | | **Phonics picture cards, Partner Practice Booklet 6 Shared Story 34 Language Development cards, Word Cards, Reading Strategy Cue Cards**  **Star Story : poem “On a Night of Snow”; Graphic Organizer for writing task, Fostering Richer Language Scoring**  **Rubric, Reading Roots Interactive**  **Vocabulary: sleet, saucer, lore, might with pictures and definitions.** | | | | | |
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| **Monday** | | | | **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 | | | | | |
| **Tuesday** | | | | **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 | | | | | |
| **Wednesday** | | | | **L34D3**  **FastTrack Phonics**  **Say It Fast**  **Review previous sounds**  **PP-Previous words and challenge sentence**  **Quick Erase** WG  **Review New Sound**-TW say words with the new sound, review picture card, Stretch and Read with new sound PP page 17    **Journals to write words and sentences**  **Shared Story: The Ice Storm**  **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**  **Vocab Review** Silly or Sensible  **Adventures in Writing**  Prewriting  TW led conversation in creating a T chart of activities to do outside and inside on a snowy day. TW create a model on the board with one activity on each side,  TW will model creating sentences from the activity words.  Partner Planning  TPS with partners what they can do inside and outside on a snowy day.  Writing  TSW title their paper “A Snowy Day.” Then the students will write 3 to 5 sentences on what they talked with their partners about and what they can do.  TW show example of Alphie’s paper and model making corrections.  **Writing Celebration**-Random sticks for students to read their writing. | | | | | |
| **Thursday** | | | | **Rodeo Days** | | | | | |
| **Friday** | | | | **Rodeo Days** | | | | | |
| **ASSESSMENT:** | | | | **Teacher Cycle Record Form**  **Story Maps**  **Writing Products:**  **Journals, story maps** | | | | | |