|  |  |  |
| --- | --- | --- |
| 4 Hour ELD Weekly Lesson Plan  | **Week of Lesson:**  |  Feb. 17-19, 2014 |
| Time of Daily Lesson: | 1:10-2:10 Writing2:10-2:40 Vocabulary  | Grade Level: | First Grade |
| **ELPS (English Language Proficiency Standard):** | **[ ]  I** | **[x]  II** | **[ ]  III** | **[ ]  IV** | **[ ]  V** |  |
| **Proficiency Level:** | **[ ]  PE** | **[ ]  E** | **[x]  B** | **[x]  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.** **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. May include oral or written prewriting.**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 6 Sequence of Events**ESSENTIAL QUESTION:** What types of words does the author use to describe what and why? |
|  **Monday****Read chapters 13-15** | Teacher Will:State the objective: I can express my thinking and ideas about a certain topic.TW read chapters 13-15TW have the students describe the candy that they hear Mr. Wonka talk about. \*\*(Example: Sugar blade grass-green, sweet, grows on the ground, chocolate river and waterfall-sweet, frothy, light, buttercup flowers-colorful, sugary, etc.)TW create a candy anchor chart from student response.**Students Will:** **Restate the objective: I can express my thinking and ideas about a certain topic.****SW** listen to the read aloud.**SW** TPS and describe all of the candy inventions that they have heard of so far. |
|  **Tuesday:** | Teacher Will:**State the objective: I can express my thinking and ideas about a certain topic.****TW** review the candy anchor chart.**TW** explain to the students that they will have the enormous task to invent a candy for Mr. Wonka. **TW** have students start brainstorming of a candy that they would like to invent. **\*\***Students will answer questions: **What** does the candy look like? **What** does the candy taste like? **What** is the name of the candy? **Students Will:** **Restate the objective:** **I can express my thinking and ideas about a certain topic.****SW** listen and participate.**SW** brainstorm their ideas for their invention.**SW** answer questions: **What** does the candy look like? **What** does the candy taste like? **What** is the name of the candy? |
| **Wednesday:** | **Early release** |
|  **Thursday:** | **RODEO BREAK** |
| **Friday:** | **RODEO BREAK** |
|  | 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. |