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| 4 Hour ELD Weekly Lesson Plan | | | | | | **Week of Lesson:** | Feb. 17-19, 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.** **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 13-15  TW 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. | | | | |