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| 4 Hour ELD Weekly Lesson Plan  | **Week of Lesson:**  |  March 3-7, 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.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.** **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. |
|  **Academic Vocabulary:** | **jealous, factory, astonishing, glistening, nourishment** |
| **Materials:** |  **Read Aloud: Charlie and the Chocolate Factory**  **Chart Paper,** **Graphic Organizer** |
| LESSON DELIVERY: LEARNING TASK 7 WRITING ASSESSMENT 2**Narrative Task:** Students will ask and answer questions about how they know that Mr. Wonka is an inventor by either the setting or his inventions. They will describe 3 of his inventions and/or settings while citing evidence from the text. |
|  **Monday** | Teacher Will:State the objective: I can express my thinking and ideas about a certain topic.TW review the terms “inventor” and “inventions” with students and help to define them.TW model how to show that someone is an inventor by asking “How do people invent things?” “How did we invent our candy bars?” “What kind of characteristics makes a person an inventor?” “Where can you invent things?”TW ask students to brainstorm and share their ideas.TW place ideas on a chart and guiding students,\*\*\* e/g. an inventor brainstorms different ideas, an inventor creates new things that no one has created before, an invention is something that no one has seen or heard of before, etc.**Students Will:** **Restate the objective: I can express my thinking and ideas about a certain topic.****SW** help to define the terms “inventor” and “inventions”**SW** listen and participate.**SW**  brainstorm their ideas**SW** talk to a partner about their ideas. |
|  **Tuesday:** | Teacher Will:**State the objective: I can express my thinking and ideas about a certain topic.****TW** review the chart that was made with students. (what is an inventor chart)**TW** ask how they know that Mr. Wonka was an inventor.**TW** write their ideas on a writing graphic organizer.**TW** provide students with a four square page, students will write three reasons as to how they know that Mr. Wonka was an inventor.**Students Will:** **Restate the objective:** **I can express my thinking and ideas about a certain topic.****SW** share out their ideas .**SW** copy their ideas onto their own graphic organizer.**SW** TPS three reasons how they know that Mr. Wonka was an inventor. **SW** share with a partner what they wrote. |
| **Wednesday:** | **Early release** |
|  **Thursday:** | **Teacher Will:****State the objective: I can share and organize my ideas.** **TW** have students describe 3 of his inventions and/or settings while citing evidence from the text.**TW** have students write simple sentences using the writing process (eg. capital letters, ending punctuation, letter formation, and spacing). **TW** have students edit with teacher and peers.\*\*\*completed work will be detailed, colored illustrations.**Students Will:** **Restate the objective:** **I can share and organize my ideas.** **SW** write simple sentences using the writing process.**SW** edit with teachers and peers. \*\*\*completed work will be detailed, colored illustrations and shared with class. |
| **Friday:****\*\*\*continue meeting with students on** the **writing process (eg. capital letters, ending punctuation, letter formation, and spacing).**  | **Teacher Will:****State the objective: I can share and organize my ideas.** **TW** have students describe 3 of his inventions and/or settings while citing evidence from the text.**TW** have students write simple sentences using the writing process (eg. capital letters, ending punctuation, letter formation, and spacing). **TW** have students edit with teacher and peers.**\*\*\***completed work will be detailed, colored illustrations.**Students Will:** **Restate the objective: I can share and organize my ideas.** **SW** write simple sentences using the writing process.**SW** edit with teachers and peers. **\*\*\***completed work will be detailed, colored illustrations and shared with class. |
|  | 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. |

**Narrative Writing Rubric**

**(Reading Comprehension)**

**Reading Literature:** Students demonstrate comprehension and draw evidence from readings of grade-level or complex literary text.

**Evidences:** Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.

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| **Level 5** | **Level 4** | **Level 3** | **Level 2**  |
| A student who achieves at Level 5 demonstrates **distinguished** command of the grade level standards.  | A student who achieves at Level 4 demonstrates **strong** command of the grade-level standards.  | A student who achieves at Level 3 demonstrates **moderate** command of the grade level standards.  | A student who achieves at Level 2 demonstrates **partial** command of the grade level standards.  |
| In writing, students address the prompts and **consistently** provide **effective** and **comprehensive** development of ideas: * Provides effective development of the topic and/or narrative elements, using details, text-based evidence and/or description.
* Demonstrates purposeful organization and includes a sequence of events in order in which they occurred **(1st and 2nd grade include a clear introduction and conclusion)**
 | In writing, students address the prompts and provide **effective** and development of ideas:* Provides some development of the topic and/or narrative elements, using some details, text-based evidence, and/or description.
* Demonstrates organization and includes events in the order in which they occurred **(1st and 2nd grade include an introduction and conclusion)**
 | In writing, students address the prompts and provide **adequate** development of ideas:* Provides minimal development of the topic and/or narrative elements, using limited details, text based evidence, and/or description.
* Demonstrates organization and includes events **(1st and 2nd grade may or may not include a clear introduction and conclusion.)**
 | In writing, students address the prompts and provide **partial** development of ideas: * Lacks development of topic and/or narrative elements.
* Demonstrates little organization
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