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| 4 Hour ELD Weekly Lesson Plan | | | | | | **Week of Lesson:** | March 17-21, 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.3: HI-1:** generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas.  **ELA Standards**  **1.W.1:** Write an opinion in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.  **1.W.5:** With guidance and support from adult, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | |
| **Academic Vocabulary:** | | | | **pets, domestic, wild, resources (food/shelter).** | | | |
| **Materials:** | | | | **t-chart**  **KWL chart**  **EXTENDED TEXTS** Lulu and the Brontosaurus  **SHORT CONNECTED TEXTS**  Arthur’s Pet Business-Marc Brown (520L)  I Wanna Iguana-Karen Kaufman Orloff (510L)  Hey, Little Ant-Philip M. Hoose | | | |
| The focus of this unit is for students to be able to:   * Understand that they will have opinions about what they read and how this will affect how they view a text or story. * The students will also continue to understand how characters in a story respond to major events and challenges. * Through the extended text, *Lulu and the Brontosaurus,* the students will continue to look closely at the structure of a story and how both the plot and characters develop from the beginning of the story through the end. * The students will also continue to look for the differences in the characters’ points of view and what words the author uses to describe and define the different characters in the story. * Asking and answering questions using key details in a text will be reinforced through modeling and partner share. * At the end of the unit the students will write an opinion piece where they respond to literature through a book review. Lead the students to write a book review that explicitly outlines a summary of the book in order and it has a beginning, middle, and end.   LESSON DELIVERY: BRIDGE LEARNING TASK 1 ~  **Task 1 Setting Using Key Details**  **ESSENTIAL QUESTION:** How can I write to support an opinion?  How can we organize an opinion piece of writing? | | | | | | | |
| **Monday** | | | Teacher will read one or two chapters a day until read aloud is complete.  Teacher Will:  State the objective: I can express my thinking and ideas about a certain topic.  TW share with the students that they will begin a unit about pets.  TW have students TPS about pets using these questions:  \*\*\*What do we already know about pets?  \*\*\*What we want to learn about pets?  \*\*\*At the end of the unit write down what the class learned about pets.  TW begin a KWL chart about pets. (chart paper)  **Students Will:**  **Restate the objective: I can express my thinking and ideas about a certain topic.**  **SW** TPS about pets using these KWL questions.  **SW** complete a KWL chart about pets.  **SW** copy KWL in their journal. | | | | |
| **Tuesday:**  **\*Create a t-chart** | | | Teacher Will:  **State the objective: I can express my thinking and ideas about a certain topic.**  **TW** ask students to TPS what animals make a good pet? How do you know?  **TW** write characteristics of a good pet.  **TW** ask students to TPS what animals do not make a good pet? How do you know?  **TW** create a t-chart and write down the characteristics of a good pet and the characteristics of a bad pet.  **Students Will:**  **Restate the objective:** **I can express my thinking and ideas about a certain topic.**  **SW** TPS what animals make a good pet. How do they know.  **SW** TPS what animals do not make a good pet. How do they know.  **SW** help teachercreate a t-chart of a good pet and a bad pet. | | | | |
| **Wednesday:** | | | **Early release** | | | | |
| **Thursday:** | | | **Teacher Will:**  **State the objective: I can share and organize my ideas.**  **TW** explain to students that we are going to be working on writing an opinion of characters, authors, and books based on character traits, author’s view point and book endings.  **TW** explain to students that opinions are based on beliefs, thoughts, or feelings.  **TW** have students think about what they think makes a good pet.  **TW** Introduce the OREO graphic organizer to help guide the lesson or to have a visual for the students. The OREO organizer covers the following:  **\*\*In my opinion…**  **\*\*I believe…**  **\*\*I think…**  **\*\*I feel…**  **\*\*I prefer…**  **\*\*I feel…**  **\*\*The best \_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_…**  **\*\*The worst \_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_...**  **O-state your OPINION**  **R-give 3 REASONS to support your opinion**  **E-give EXAMPLES to support your opinion**  **O-restate your opinion**    **Students Will:**  **Restate the objective:** **I can share and organize my ideas.**  **SW** think about what they think makes a good pet.  **SW** complete an OREO organizer to write down their opinion about a good pet. | | | | |
| **Friday:** | | | **Teacher Will:**  **State the objective: I can share and organize my ideas.**  **\*\*\*Multiple experiences in writing opinions may be needed for students to understand what an opinion is.**  **TW** have studentschoose pets that they are most familiar with compared to animals that live in the wild.  **TW** have students complete a different organizer to help them organize their ideas.  **Beginning:**  An introduction that includes the topic.  **Opinion:**  A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a good pet. OR A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is not a good pet.  **Reasons:**  Provide 3 reasons & 3 examples to support the opinion stated.  **Conclusion:**  Restating the opinion about the topic.  **Students Will:**  **Restate the objective: I can share and organize my ideas.**  **SW** choose pets that they are familiar with and compare them with animals that live in the wild.  **SW** complete a different organizer to help them organize their ideas.  **SW** share what they wrote with other students. | | | | |
|  | | | 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. | | | | |