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| 4 Hour ELD Weekly Lesson Plan | | | | | | **Week of Lesson:** | March 24--28, 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-3:** completing a written summary of the key events or ideas of informational text using simple sentences.  **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.  **II.W.3:HI-1:** generating ideas through student-led pre-writing activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas.  **II.W.3:HI-2:** determining the purpose and intended audience of a writing piece.  **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.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 adult, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | |
| **Academic Vocabulary:** | | | | **announced, brontosaurus, pets, patiently, enormous, habitat, beasts** | | | |
| **Materials:** | | | | Story sack  anchor chartRead Aloud: ***Lulu and the Brontosaurus*** | | | |
| **LESSON DELIVERY:** LEARNING TASK 2  **ESSENTIAL QUESTIONs:** How does asking and answering questions help a student understand the key ideas and details?  How are the characters’ roles, actions and responsibilities in a text related?  How do readers gain an understanding of characters: actions and feelings?  Why is it important to tell a story in order in which it happened?  Why is story structure important? | | | | | | | |
| **Monday** | | | Teacher Will:  State the objective: I can express my thinking and ideas about a certain topic.  TW get together a story sack with pictures of Lulu, her parents, a black snake, a tiger, a bear, a brontosaurus, a house, a forest, a suitcase.  TW Have the students make a prediction about what the story is going to be about.  TW Have the students support their prediction by writing examples of what they think will happen.  **Students Will:**  **Restate the objective: I can express my thinking and ideas about a certain topic.**  **SW** observe items from the story sack and.  SW make a prediction about what the story is going to be about.  **SW** write abouttheir prediction and share with a friend. | | | | |
| **Tuesday:**  **Read Aloud/Writing: Lulu and the Brontosaurus (chapters 1-10)**  **\*\*\*All week!** | | | Teacher Will:  **State the objective: I can express my thinking and ideas about a certain topic.**  **Read Aloud/Writing: Lulu and the Brontosaurus**  **Introduction to the story from teacher:** Today we are going to read a book about a special little girl who wants a pet. As we read the book we are going to pay attention to the way she **acts** to be able **to describe her using character traits**.  **TW** read chapters 1-4 .  **TW** start an anchor chart to record character traits about Lulu and her parents.  **Students Will:**  **Restate the objective:** **I can express my thinking and ideas about a certain topic.**  **SW** listen carefully to the story.  **SW** brainstorm character traits about Lulu and record them on the chart. | | | | |
| **Wednesday:** | | | **Early release** | | | | |
| **Thursday:** | | | **Teacher Will:**  **State the objective: I can share and organize my ideas.**  **TW** read chapters 5-7.  **TW** start an anchor chart about the animals that Lulu encounters in the forest. **(black snake, tiger, bear)**  **TW** have students write opinions about whether the animals would make good or bad pets.  **Students Will:**  **Restate the objective:** **I can share and organize my ideas.**  **SW** listen carefully to the story.  **SW** TPS the animals they heard from the story.  **SW** write opinions about whether the animals would make good or bad pets. | | | | |
| **Friday:** | | | **Teacher Will:**  **State the objective: I can share and organize my ideas.**  **TW** read chapters 8-10.  **TW** discuss the setting of each chapter and Lulu’s reactions in each chapter.  **TW** have the students create a story map as a visual to enable them to see the changes that Lulu goes through as the book progresses.  **Students Will:**  **Restate the objective: I can share and organize my ideas.**  **SW** listen carefully to the story.  **SW** TPS Lulu’s reactions in each chapter.  **SW** create a story map as a visual to help them see the changes that Lulu goes through as the book progresses. | | | | |
|  | | | 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. | | | | |

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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.

II.W.3:HI-1: generating ideas through student-led pre-writing activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas.

II.W.3:HI-2: determining the purpose and intended audience of a writing piece.

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.

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.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 adult, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.