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| 4 Hour ELD Weekly Lesson Plan  | **Week of Lesson:**  |  March 31—April 4, 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-5:** creating a variety of functional texts (opinion) using complete sentences.**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.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **a.** with guidance and support from adults, produce functional writing (opinion) in which the development and organization are appropriate to task and purpose. |
|  **Academic Vocabulary:** | **announced, brontosaurus, pets, patiently, enormous, habitat, beasts** |
| **Materials:** | Read Aloud: ***Lulu and the Brontosaurus*****OREO** organizer |
| **LESSON DELIVERY:** **LEARNING TASK 3** **MID-PERFORMANCE TASK**The students will write an opinion piece in the form a paragraph with an introduction of the topic, state the opinion, use linking words (**because, and, also**) to connect opinion and reasons, and provide a concluding statement.  |
|  **Monday** | Teacher Will:State the objective: I can express my thinking and ideas about a certain topic.TW review chapter 10: In the story Lulu says, “A person HAS a pet. An animal IS a pet. A person can’t be an animal’s pet, EVER.” (Lulu’s opinion). The brontosaurus then replies, “You’re about to be the first person-ever-to be an animal’s pet. Congratulations and once again, happy birthday.” (Brontosaurus opinion) TW have the students decide which character is correct, Lulu’s opinion or Brontosaurus opinionTW ask students to talk to a partner choosing one sentence frame. I think Lulu should be the pet because \_\_\_\_\_\_.I think brontosaurus should be the pet because \_\_\_\_\_\_.**Students Will:** **Restate the objective: I can express my thinking and ideas about a certain topic.****SW** listen and focus as teacher reviews the story.SW decide which character is correct, Lulu’s opinion or Brontosaurus opinionSW talk to a partner choosing one sentence frame. I think Lulu should be the pet because \_\_\_\_\_\_.I think brontosaurus should be the pet because \_\_\_\_\_\_. |
|  **Tuesday:** | Teacher Will:**State the objective: I can express my thinking and ideas about a certain topic.****TW** explain to students: Today you will write an opinion piece about who would make a better pet; Lulu or the Brontosaurus.**TW** have student’s list three reasons to support their opinion.**TW** remind students to open with an introduction, state the opinion, give three reasons, and restate the opinion.**\*\*\*students can use an OREO organizer to get them started.****Students Will:** **Restate the objective:** **I can express my thinking and ideas about a certain topic.****SW** decide who will make a better pet.**SW** brainstorm three reasons to support their opinion.**SW** rememberto open with an introduction, state the opinion, give reasons, and restate the opinion. |
| **Wednesday:** | **Early release** |
|  **Thursday:** | **Teacher Will:****State the objective: I can share and organize my ideas.** **TW** have students begin writing their opinion paper. (students can use their **OREO organizer** to write their opinion.)**TW** remind students that they will write paragraph with **an introduction** of the topic, **state the opinion**, use linking words (**because, and, also**) to connect opinion and reasons, and provide a concluding statement.**TW** walk around checking students writing.**Students Will:** **Restate the objective:** **I can share and organize my ideas.** **SW** begin writing their opinion paper.**SW** ask for help as needed. |
| **Friday:** **\*\*\*continue writing and complete opinion piece.** | **Teacher Will:****State the objective: I can share and organize my ideas.****TW** have students begin writing their opinion paper. (students can use their **OREO organizer** to write their opinion.)**TW** remind students that they will write paragraph with **an introduction** of the topic, **state the opinion**, use linking words (**because, and, also**) to connect opinion and reasons, and provide a concluding statement.**TW** walk around checking students writing.**\*\*\*when students are done they can share what they wrote.****Students Will:** **Restate the objective: I can share and organize my ideas.** **SW** continue writing their opinion paper.**SW** ask for help as needed. |
|  | 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. |

ELP Standards

II.W.1: HI-5: creating a variety of functional texts (opinion) using complete sentences.

Student Friendly Language Objective:

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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.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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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 grade-level standards.  | A student who achieves at Level 3 demonstrates **moderate** command of grade level standards.  | A students 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: * The students write an opinion piece that has a **clear** introduction that states the topic, provides evidence and **specific** details from the text.
* The student writes a paragraph introducing the topic and stating their opinion, provides 3 or more reasons that **clearly** support their opinion, gives examples and provides a **clear** conclusion.
 | In writing, students address the prompts and provide **effective** development of ideas: * The students write an opinion piece that has an introduction that states the topic, provides evidence and details from the text.
* The student writes a paragraph introducing the topic and stating their opinion, provides 3 or more reasons that support their opinion, gives examples and provides a conclusion.
 | In writing, students address the prompts and provide **adequate** development of ideas: * The students write an opinion piece that has an introduction that states the topic, provides evidence and details from the text.
* The student writes a paragraph introducing the topic and stating their opinion, provides 1 or no reasons that support their opinion, gives examples and provides a conclusion.
* The student writing is vague and could have more detail.
 | In writing, students address the prompts and provide **partial** development of ideas: * The students write an opinion piece that is unclear or off topic.
* The piece is missing an introduction that states the topic, does not provide evidence and/or details from the text.
* The student writing is vague, unclear, and/or off topic. Writing could not be understood.
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