|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4 Hour ELD Weekly Lesson Plan | | | | | | **Week of Lesson:** | March 31—April 4, 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-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 opinion  TW 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 opinion  SW 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:

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.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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |