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| 4 Hour ELD Weekly Lesson Plan | | | | | | **Week of Lesson:** | April 7-11, 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 opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons for the opinion, and provide some 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 adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  a. May include oral or written pre-writing. | | | |
| **Academic Vocabulary:** | | | | **announced, brontosaurus, pets, patiently, enormous, habitat, beasts** | | | |
| **Materials:** | | | | Read Aloud: ***Lulu and the Brontosaurus*** | | | |
| **LESSON DELIVERY:** **LEARNING TASK 4**  **ESSENTIAL QUESTIONS:** How do characters and events develop over time within a story? How does an author convey a character’s mood? | | | | | | | |
| **Monday**  **\*\*\*read chapters 10-13** | | | Teacher Will:  State the objective: I can express my thinking and ideas about a certain topic.  Discuss the story elements for Lulu and the Brontosaurus. Who are the characters, where is the setting, what is the problem.  TW read chapter 10.  TW make an anchor chart to list some of the words Lulu’s and the brontosaurus’ behavior.  TW explain word choice helps them form an opinion of the characters.  TW ask what is your opinion of Lulu? Brontosaurus?  **Students Will:**  **Restate the objective: I can express my thinking and ideas about a certain topic.**  **SW** listen as teacher reads.  SW TPS words that describe Lulu’s and the brontosaurus’ behavior.  SW listen and share their opinion of each character. | | | | |
| **Tuesday:** | | | Teacher Will:  **State the objective: I can express my thinking and ideas about a certain topic.**  **TW** read chapter 11.  **TW** discuss the changes that Lulu went through.  **TW** ask students to write a summary about what happened in the beginning, middle and end of chapter 11.    **Students Will:**  **Restate the objective:** **I can express my thinking and ideas about a certain topic.**  **SW** listen as teacher reads Ch. 10.  **SW** TPS their ideas.  **SW** write a summary about what happened in the beginning, middle and end of chapter 11. | | | | |
| **Wednesday:** | | | **Early release** | | | | |
| **Thursday:** | | | **Teacher Will:**  **State the objective: I can share and organize my ideas.**  **TW** read chapter 12.  **TW** ask students to discussing Lulu’s actions as she tries to go back home.  **TW** have the students write an opinion about the new Lulu.  **TW** remind students to provide an introduction of the topic, provide an opinion, give reasons and examples, close by restating the opinion.  **Students Will:**  **Restate the objective:** **I can share and organize my ideas.**  **SW** listen as teacher reads Ch. 12.  **SW** share out their ideas.  **SW** write an opinion about the new Lulu. | | | | |
| **Friday:** | | | **Teacher Will:**  **State the objective: I can share and organize my ideas.**  **TW** read chapter 13.  **TW** review how Lulu changed, what is different about her now.  **TW** have students TPS the reactions of the other characters.  **(black bear, tiger, and snake)**  **TW** have students write about the reaction of a character (black bear, tiger, and snake) and how the new Lulu surprised them.  **\*\*\*Choose only 1 character.**  **Students Will:**  **Restate the objective: I can share and organize my ideas.**  **SW** listen as teacher reads Ch. 13.  **SW** talk about the new Lulu.  **SW** TPS the reactions of the other characters.  **SW** write about a character’s reaction towards Lulu’s change. | | | | |
|  | | | 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-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 opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons for the opinion, and provide some 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 adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written pre-writing.

Student Friendly Language Objective:

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I can share and organize my ideas.

I can identify characters, and sequence of events.