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| 4 Hour ELD Weekly Lesson Plan | | | | | | **Week of Lesson:** | April 14-17, 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.  **II.W.3:HI-3:** writing a student generated draft with a main idea and supporting details in a logical sequence.  **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.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*** | | | |
| **LESSON DELIVERY:** **LEARNING TASK 5**  **Assessment 2**  **ESSENTIAL QUESTIONS:**  How does our opinion shape the way we view a piece of literature?  How can we organize an opinion piece of writing?  How can we support our opinion?  How can we write to support an opinion? | | | | | | | |
| **Monday** | | | Teacher Will:  State the objective: I can express my thinking and ideas about a certain topic.  **Teacher will tell students:**  **The author Judith Viorst, has written 3 different endings for Lulu and the Brontosaurus. Choose the ending that you liked the best and write about your choice. Remember to introduce your topic, state your opinion, give at least 3 reasons and examples based on the text, and close by restating your opinion.**  TW read 3 different endings from Lulu and the Brontosaurus.  TW ask students which ending they liked the best.  TW have students write about their choice.  \*\*\**Students will use the OREO organizer to write down their ideas for their rough draft.*  **Students Will:**  **Restate the objective: I can express my thinking and ideas about a certain topic.**  **SW** listen as teacher reads.  SW choose the ending they liked the best.  SW write about their choice. | | | | |
| **Tuesday:** | | | Teacher Will:  **State the objective: I can express my thinking and ideas about a certain topic.**  **TW** remind students to introduce a topic, state an opinion, give at least 3 reasons and examples from the text.  **TW** check students rough draft.  **Students Will:**  **Restate the objective:** **I can express my thinking and ideas about a certain topic.**  **SW** introduce a topic, state an opinion, give at least 3 reasons and examples from the text.  **SW** show teacher their rough draft and make corrections if needed. | | | | |
| **Wednesday:** | | | **Early release** | | | | |
| **Thursday:**  **\*\*\*if there is time have students share their final work with a partner.** | | | **Teacher Will:**  **State the objective: I can share and organize my ideas.**  **TW** have students complete their writing assessment.  **TW** ask students to illustrate their final copy.  **TW** have students share their work with a partner.  **Students Will:**  **Restate the objective:** **I can share and organize my ideas.**  **SW** complete their writing assessment.  **SW** illustrate their final copy.  **SW** share their work with a partner. | | | | |
| **Friday:** | | | **NO SCHOOL** | | | | |
|  | | | 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-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.

**II.W.3:HI-3:** writing a student generated draft with a main idea and supporting details in a logical sequence.

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 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.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.

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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 student 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, provide 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. |