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| 4 Hour ELD Weekly Lesson Plan | | | | | | | **Week of Lesson:** | | April 14th-17th |
| Time of Daily Lesson: | 12:10-1:10 | | | Grade Level: | | | 1st grade | | |
| **ELPS (English Language Proficiency Standard):** | | **I** | **X II** | **III** | **IV** | **V** | |  | |
| **Proficiency Level:** | | **PE** | **E** | **X B** | **X I** |  | |  | |
| **Time Allocation:** | | | | **GRAMMAR –Focus: adjectives of emotion, with/am/is/are** | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:**  **-I can tell you that Adjectives describe the noun.**  **-I can write a sentence with Compound Subject pronoun, linking verb (am/is/are) + adjective + finisher** | | | | **II-L1(ADJ) HI-3: using sensory/personality adjectives**  **II- (ADJ) LI-1: Producing a series of adjectives in the correct order (quantity/opinion/size/shape/color) with instructional support.** | | | | | |
| **Academic Vocabulary:** | | | | Common and Proper Nouns, Singular, Plural, Articles, Linking Verbs, Adjectives, Action Verbs | | | | | |
| **Materials:** | | | | Grammar Wall, Language songs from REACH, Chart Paper, REACH teacher’s edition | | | | | |
| LESSON DELIVERY | | | | | | | | | |
| **Monday:** | | | | Practice Language songs from REACH TW- State Objective TW- Review Adjectives as words that describe the noun TW- Review Linking verbs as words that connect the sentence together (am,is,are) TW- Focus on adjectives of emotion: excited, sad, happy, silly, TW- Focus on Linking verb: am TW- Focus on sentences : Subject (I) + am + adjective + finisher TW- Use the subject (I), adjective & linking verb anchor chart to add, adjective that focus on emotion TW- Model using pictures to help create sentences will include: Subject (I) + linking verb (am) + adjective of emotion + finisher Ex. \* I am excited. \* I am silly. \* I am happy to see my mom. \* I am sad to see you cry. TW- Give examples by writing complete sentences SW- Re-state objectives SW- Help give examples of Subject (I) + linking verb (am) + adjective + finisher SW- Write sentences in journals starting with: Subject, linking verb ( am,is,are) adjective & finisher. | | | | | |
| **Tuesday** | | | | Practice Language songs from REACH TW- State Objective TW- Review Adjectives as words that describe the noun TW- Review Linking verbs as words that connect the sentence together (am,is,are) TW- Focus on adjectives of emotion: excited, sad, happy, silly, TW- Focus on Linking verb: is TW- Focus on sentences : Subject (I) + is + adjective + finisher TW- Use the subject (I), adjective & linking verb anchor chart to add, adjective that focus on emotion TW- Model using pictures to help create sentences will include: Subject (I) + linking verb (is) + adjective of emotion + finisher Ex. \* My teacher is excited. \* My dad is nice to me. \* My nana is happy to see my mom. \* My sister is silly. TW- Give examples by writing complete sentences SW- Re-state objectives SW- Help give examples of Subject (I) + linking verb (is) + adjective + finisher SW- Write sentences in journals starting with: Subject, linking verb ( am,is,are) adjective & finisher. | | | | | |
| **Wednesday:** | | | | Early dismissal | | | | | |
| **Thursday:** | | | | Practice Language songs from REACH TW- State objective TW- Review from week: Subject + Linking verb ( am/is/are) + Adjective + finisher TW- Make a ELA/WRITING connection: LULU and the Brontosaurus TW- Give examples by writing Subject + Linking verb + Adjective + finisher from Lulu and the Brontosaurus. Ex. SW- Restate objective SW- Write sentences where the SUBJECT, linking verb is followed by an + adjective + finisher in writing journals. | | | | | |
| **Friday:** | | | | No school- Good Friday | | | | | |
| **ASSESSMENT:** | | | | Teacher will check if students were able to find the Adjectives for each character in Lulu and the Brontosaurus Teacher will use students writing in journals to if all objectives were met. Teacher will check for understanding- are students able to write a complete sentence with a common/ proper Nouns, Linking verb & adjective. | | | | | |