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| **Week of Lesson:** August 25-August 29, 2014 | | |
| **Time of Daily Lesson**  11:35 to 12:15 and 12:50-1:10 | | **Grade Level**  5th grade |
| **English Language Proficiency Standard**  **I II III IV V** | | **Proficiency Level**  **PE E B I** |
| ***Schedule***  **Grammar Reading Oral English/Conversation & Vocab. Writing** | | |
| **ELP Standard/Performance Indicator:**  *III-L-1(V):HI-15*: using linking verbs of “to be” present tense: is  Formula: singular subject + is + adjective +finisher  Monday: use ‘is’; Tuesday use ‘are’; Wednesday use subject pronouns (I, you, he, she, it, we, they); Thursday use linking verbs “seem, look, feel, see, taste, sound”; Friday use past progressive declarative, negative, and interrogative.  SW identify linking verbs (verbs that do not show any action, but join the subject to the adjective, so that the adjective can tell more about the subject).  Example: The water in the lake is deep and dark blue.  **Student Friendly Language Objective:**  8/25: I will write 4 declarative sentences using linking verbs.  8/26: I will write 4 interrogative sentences using linking verbs with adjectives.  8/27: I will write 2 declarative and 2 negative sentences using linking verbs with adjectives.  8/28: I will write 4 negative sentences using linking verbs with adjectives.  8/29: I will write a sentence of my choosing using linking verbs with adjectives. | | |
| **Academic Vocabulary**  Types of sentences (declarative, negative, interrogative)  Subjects (who?), verbs (what?)  Linking verbs: is, am, are  Push words: *nature, rainbow, violet, indigo, colorful, arc, vivid* | | |
| **Materials**  Concept chart: Sentence types, linking verbs  Preview chart/verb-tense study: Linking verbs  Collaborative chart: Nature themed; use pictures of colorful representations of nature (rainbow, fall colors, etc.) | | |
| **Anticipatory Set** | TW give quick overview of the grammar wall. TW point out the two sections that we will be using today. TW show the types of sentences concept chart. TW explain the different types of sentences to students. TW give examples of the different type of sentences. TW present sentences to students and SW decide which type of sentence it is. SW show 1 finger if the sentence is declarative, 2 fingers if the sentence is negative, 3 fingers if the sentence is interrogative. | |
| **I Do** | TW create a concept chart for linking verbs for the whole class. Teacher will create a chart with adjectives.  TW introduce the preview chart/verb-tense study chart for linking verbs. TW present the information on the chart explicitly. TW state the language objective. SW echo the language objective. TW explain the part of speech for linking verbs. SW echo the part of speech for linking verbs. TW state the purpose for linking verbs and use TPR for students to echo. SW use TPR to echo the purpose for linking verbs. TW show the formula to use when using linking verbs in our writing. TW identify the different parts of speech in each section of the sentence. | |
| **We Do** | TW present the collaborative chart-Colors in nature. TW show the picture. SW brainstorm subjects. TW write the subjects on the chart. SW reread the linking verbs that we will use in our sentences.  TW model how to write a sentence using linking verbs.  SW model how to write a sentence using linking verbs. | |
| **You Do** | SW use the collaborative chart to guide them through writing the daily sentences as listed above. | |
| **Assessment/Check for Understanding**  Teacher Observation (Do the students have all the parts of speech needed? Are the conventions for the sentence present?)  Completion of assignment | | |

\*Teachers will use different photographs or pictures which they will display with their projector. Students will brainstorm adjectives that describe the representations.

Grammar Wall:

Monday-is, adjectives of color and common nouns

Tuesday-are, adjectives of color and shape, common nouns

Wednesday-subject pronouns, adjectives

Thursday-subject pronouns, adjectives

Friday-mental action verbs: think, feel, imagine, etc.