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| 4 Hour ELD Weekly Lesson Plan | | | | | | | **Week of Lesson:** | | Jan 27th- 31st |
| 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** | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:**  **- I can tell you that a Noun is a word that names a person, place, thing or idea.**  **-I can tell you that Verbs are action words or something you can do.**  **-I can tell you that Adjectives are a word that is used to describe a noun.**  **- I can write a sentence using Noun, linking verb (am/is/are/we/were) + action verbs + adjective.** | | | | **II-L1- (V) HI-4:** using simple present tense irregular verbs: to be, to have, to do, andto go to produce declarative, negative, and interrogative simple sentences.    **II- L1- (N) HI-4**: using singular  possessive nouns.  **II- L1- (ADJ) HI-2:** using nouns as  modifiers. | | | | | |
| **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 Nouns as a word that names a person, place, thing or animal TW- Review Adjectives as a word that is used to describe a noun, telling what kind, how many or which one.  TW- Review Verbs as action words or something you can do. A word that shows physical or mental action, being or state of being.    TW- Review Linking verbs as words that connect the sentence together (am, is, are, was, were) TW- Focus this week on VERBS- as action words or something you can do. TW- Model using a SFA shared story focusing today ONLY on VERBS. TW-Underline all the VERBS in the shared story to model to students. TW- Focus on sentences for a given picture: Noun + Linking verbs ( am, is, are, was, were) + action verbs TW- Use anchor chart from pass lessons to add to  TW- Focus on physical or mental action  TW- Model using pictures to help create sentences will include: Noun + linking verb (am/is/are/ was/ were) + VERB Ex. \* The girl is screaming. \* The boy is hunting. The ice cream is melting. TW- Give examples by writing complete sentences. SW- Re-state objective SW- Help give examples of Noun+ linking verb + VERB to help add to the anchor chart. SW- Take out own SFA shared story and Underline today’s Parts of Speech focus: VERBS SW- Write sentences in journals starting with: Noun, linking verb (am, is, are, was, were) + verb. SW- Write sentences in journals starting with: Noun, linking verb (am, is, are, was, were) + verb. | | | | | |
| **Tuesday:** | | | | Practice Language songs from REACH TW- State objective  TW-Review Nouns as a word that names a person, place, thing or animal TW- Review Adjectives as a word that is used to describe a noun, telling what kind, how many or which one.  TW- Review Verbs as action words or something you can do. A word that shows physical or mental action, being or state of being.    TW- Review Linking verbs as words that connect the sentence together (am, is, are, was, were) TW- Focus this week on VERBS- as action words or something you can do. TW- Model using a SFA shared story focusing today ONLY on VERBS. TW-Underline all the VERBS in the shared story to model to students. TW- Focus on sentences for a given picture: Noun + Linking verbs ( am, is, are, was, were) + action verbs TW- Use anchor chart from pass lessons to add to  TW- Focus on physical or mental action  TW- Model using pictures to help create sentences will include: Noun + linking verb (am/is/are/ was/ were) + VERB Ex. \* The girls are screaming for ice cream. \* The boys are hunting for ducks. The ice cream is melting quickly. TW- Give examples by writing complete sentences. SW- Re-state objective SW- Help give examples of Noun+ linking verb + VERB to help add to the anchor chart. SW- Take out own SFA shared story and Underline today’s Parts of Speech focus: VERBS SW- Write sentences in journals starting with: Noun, linking verb (am, is, are, was, were) + verb. SW- Write sentences in journals starting with: Noun, linking verb (am, is, are, was, were) + verb. | | | | | |
| **Wednesday:** | | | | Early dismissal | | | | | |
| **Thursday:** | | | | Practice Language songs from REACH TW- State objective TW-Review Nouns as a word that names a person, place, thing or animal TW- Review Adjectives as a word that is used to describe a noun, telling what kind, how many or which one. TW- Review Verbs as action words or something you can do. A word that shows physical or mental action, being or state of being. TW- Review Linking verbs as words that connect the sentence together (am, is, are, was, were) TW- Focus this week on VERBS- as action words or something you can do. TW- Model using a SFA shared story focusing today ONLY on VERBS. TW-Underline all the VERBS in the shared story to model to students. TW- Focus on sentences for a given picture: Noun + Linking verbs ( am, is, are, was, were) + action verbs TW- Use anchor chart from pass lessons to add to TW- Focus on physical or mental action TW- Model using pictures to help create sentences will include: Noun + linking verb (am/is/are/ was/ were) + VERB Ex. \* A mom is tired of cleaning. \* A Dad is running to get the ball. A baby is crying because it is hungry. TW- Give examples by writing complete sentences. SW- Re-state objective SW- Help give examples of Noun+ linking verb + VERB to help add to the anchor chart. SW- Take out own SFA shared story and Underline today’s Parts of Speech focus: VERBS SW- Write sentences in journals starting with: Noun, linking verb (am, is, are, was, were) + verb. SW- Write sentences in journals starting with: Noun, linking verb (am, is, are, was, were) + verb. | | | | | |
| **Friday:** | | | | Practice Language songs from REACH TW- State objective TW- Review from week VERBS TW- Make a ELA/WRITING connection: Charlie & the Chocolate Factory TW- Give examples by writing VERBS that describe physical or mental action of the characters from story. Ex, Charlie, Grandpa Joe, Veruca, Mike Teavee, Violet SW- Restate objective SW- Write Verbs to describe physical or mental action the characters in their Charlie & the Chocolate factory packets. | | | | | |
| **ASSESSMENT:** | | | | Teacher will check if students were able to find VERBS in their shared story 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 Nouns, Linking verb, action verb, adjective | | | | | |