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| 4 Hour ELD Weekly Lesson Plan | **Week of Lesson:**  | Feb. 10-14, 2014 |
| Time of Daily Lesson: | 1:10-2:10 Writing2:10-2:40 Vocabulary  | Grade Level: | First Grade |
| **ELPS (English Language Proficiency Standard):** | **[ ]  I** | **[x]  II** | **[ ]  III** | **[ ]  IV** | **[ ]  V** |  |
| **Proficiency Level:** | **[ ]  PE** | **[ ]  E** | **[x]  B** | **[x]  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-7:** writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.**ELA Standards****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.7:** Participate in shared research and writing projects. |
|  **Academic Vocabulary:** | **jealous, factory, astonishing, glistening, nourishment** |
| **Materials:** | **Read Aloud: Charlie and the Chocolate Factory** **“Cast of Characters”** trait chart or booklet |
| LESSON DELIVERY:LEARNING TASK 5 Setting and Action wordsESSENTIAL QUESTION: What types of words does the author use to describe where and how? |
| **Monday** | Teacher Will:State the objective: I can express my thinking and ideas about a certain topic.TWreview chapter 9 by asking students to TPS where and how Charlie and Grandpa Joe end up with another chocolate bar.\*How did Charlie buy a chocolate bar? \*Where did Grandpa Joe find money?\*Why did Charlie and Grandpa Joe laugh when they do not find a golden ticket in their chocolate bar? TW have students write a summary on chapter 9 using the temporal words based on the oral discussion with the students. **Students Will:** **Restate the objective: I can express my thinking and ideas about a certain topic.****SW**TPS to answer questions about Charlie and Grandpa Joe.**SW** write a summary on chapter 9 using the temporal words. |
|  **Tuesday:** | Teacher Will:**State the objective:I can express my thinking and ideas about a certain topic.****TW** read Chapters 10-12.**TW** discuss **where** and **how** Charlie finds the golden ticket and **where** and **how** he will go to the Chocolate factory. **\*\*\*After each chapter, write a summary using the temporal words based on the oral discussion with the students.****TW**do the “I do, we do, you do” model, depending on the level of the students.**Students Will:****Restate the objective:I can express my thinking and ideas about a certain topic.****SW**listen to the read aloud.**SW**TPS to answer questions**where** and **how** Charlie finds the golden ticket and **where** and **how** he will go to the Chocolate factory.**SW**write a summary based on the oral discussion. |
| **Wednesday:** | **Early release** |
|  **Thursday:** | **Teacher Will:****State the objective: I can express my thinking and ideas about a certain topic.****TW**read chapter 11.**TW**discuss chapter 11, asking ST to TPS.**TW** have students write a summary from chapter 11.**Students Will:** **Restate the objective: I can express my thinking and ideas about a certain topic.****SW**listen to the read aloud.**SW**TPS their ideas about the chapter.**SW**write a summary based on the oral discussion. |
| **Friday:** | **Teacher Will:****State the objective: I can express my thinking and ideas about a certain topic.****TW**read chapter 12.**TW** discuss chapter 12, asking ST to TPS.**TW** have students write a summary from chapter 12.**Students Will:** **Restate the objective: I can express my thinking and ideas about a certain topic.****SW**listen to the read aloud.**SW** TPS their ideas about the chapter.**SW**write a summary based on the oral discussion. |
|  | 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 encouragedto 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. |