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| 4 Hour ELD Weekly Lesson Plan  | **Week of Lesson:**  |  March 10-13, 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.** **5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. May include oral or written prewriting. |
|  **Academic Vocabulary:** | **jealous, factory, astonishing, glistening, nourishment** |
| **Materials:** |  **Read Aloud: Charlie and the Chocolate Factory**  **Chart Paper,** **Graphic Organizer** |
| LESSON DELIVERY: LEARNING TASK 7 Final Week Students who have not completed their **Narrative Task Assessment** should be done by to this week. Read aloud chapters 16-30. Add each new setting to the timeline as well as documenting any changes in the character traits as you read each chapter. |
|  **Monday** | Teacher will read one or two chapters a day until read aloud is complete.Teacher Will:State the objective: I can express my thinking and ideas about a certain topic.TW read the next two chapters of Charlie and the Chocolate Factory.TW model how to write a summary about the chapter using the temporal words. TW have students write a summary then read with a partner.\*\*\* Depending on the level of your students, teachers will do the “I do, we do, we do, we do, you do” model.**Students Will:** **Restate the objective: I can express my thinking and ideas about a certain topic.****SW** listen and participate.**SW** write a summary about the chapter using the temporal words.**SW** read with a partner. |
|  **Tuesday:** | Teacher Will:**State the objective: I can express my thinking and ideas about a certain topic.****TW** read the next two chapters of Charlie and the Chocolate Factory.**TW** model how to write a summary about the chapter using the temporal words.**TW** have students write a summary then read with a partner.\*\*\* Depending on the level of your students, teachers will do the “I do, we do, we do, we do, you do” model. **Students Will:** **Restate the objective:** **I can express my thinking and ideas about a certain topic.****SW** listen and participate.**SW** write a summary about the chapter using the temporal words.**SW** read with a partner.  |
| **Wednesday:** | **Early release** |
|  **Thursday:****Today is the last day for this unit, the read aloud should be complete.** | **Teacher Will:****State the objective: I can share and organize my ideas.** **TW** read the next two chapters of Charlie and the Chocolate Factory.**TW** model how to write a summary about the chapter using the temporal words. **TW** have students write a summary then read with a partner.\*\*\* Depending on the level of your students, teachers will do the “I do, we do, we do, we do, you do” model.**Students Will:** **Restate the objective:** **I can share and organize my ideas.** **SW** listen and participate.**SW** write a summary about the chapter using the temporal words.**SW** read with a partner. |
| **Friday:** | **RECORDS DAY-NO SCHOOL FOR STUDENTS** |
|  | 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. |