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| 4 Hour ELD Weekly Lesson Plan W. Fierros | **Week of Lesson:**  | March 31st- April 4th |
| Time of Daily Lesson: | 8:10-9:25 | 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**  | **Reading** |
| **ELP Standard(s)/Performance Indicator(s):** **Student Friendly Language Objective: ELP** **I can tell the difference between a initial, medial, and final sounds. I can form words by blending sounds. I can say a new word when a grapheme is changed. I can read high frequency words. I can stop and check to see if what I am reading makes sense. I can read in a way that sounds like I am talking. I can tell if a text is realistic or fictional. I can find and answer questions about the text.** | *II- R2 (PA)- Hl-6: forming words by blending spoken simple onsets(/c/) and rimes (/at/)**II- R2( Decoding)- Hl-13: reading high frequency words and irregular sight words fluently.**II- R3(Fluency)- Hl-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.**II- R4 (Comp Text)-Hl-1: identifying the differences between fiction and nonfiction.**II-R4( Comp Text)- Hl-3: locating facts and answering questions about text.* |
|  **Academic Vocabulary:** | Initial, medial, final sound, blend, high frequency, decode, automaticity, text, predict, realistic or fantasy |
| **Materials:** | Phonics Cards /oa/ow/Shared Story : #45 The Magic Lake  |
| LESSON DELIVERYFast Track Phonics **20 min Reading**ELP Reading Standard 2 ~ Phonemic Awareness and Decoding Strategies.1. Teacher explicitly teachers the sounds (use the videos)
2. Focus on formation of sounds focusing on tongue, teeth, lips
3. Key cards – Picture, sound and movement
4. Student Engagement – choral, echo
5. Student produces sounds
6. Reinforce using other materials such as “Literacy Place”

Shared Reading 20 min Reading

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| ExpectationsTeam score card1. “Your team used complete sentences”

Celebrations1. Various Cheers (mirror, truck driver, silent cheer… or points

Role Cards1. Role Cards – Identify who is speaking and who is listening

Signals1. Think Pair Share
2. Partner Pyramid/Power Up
3. Think time

Cooperative Structures1. Model, Model, Model
2. Role cards
3. Provide sentence structures based on type of questions
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| **Monday:** | **Lesson 45 Day 1 page 48****Phonics: Team Celebration** **Shared Story: The Magic Lake****STAR story- At Home in the Rain Forest****Teacher will: using the model I-Do, We-Do, You-Do**a. guide students with phonological awareness (Break-It-Down)b. model Stretch and Readc. guide students to use “Partner Practice” book to review and teach new soundsd. guide students to read a new word when a grapheme is changed, added or removede. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel soundsf. guide students to preview by video and predict the Shared Storyg. guide partners to read green/red words and sentences inside of the cover pageh. guide students to follow the “Guided Partner Reading Steps” to read Shared Storyi. guide students to answer questions about the text**Student will:** a. respond to sounds they hearb. Stretch and readc. use “Partner Practice” booklet to review old and new sounds. Partner read Alphie’s story together.d. guide students to the “quick erase”e. write letter sounds new and previously learnedf. participate in the previewing and discussion using complete sentences and using academic vocabulary with partnersg. read green/red words as well as sentences located in the inside |
|  **Tuesday:** | **Lesson 45 Day 2 page 62****Phonics: Comparing /ou/ ow/**  **Shared Story: #45 The Magic Lake****STAR story- At Home in the Rain Forest****Students will respond to read aloud****Teacher will: using the model I-Do, We-Do, You-Do**a. guide students with phonological awareness (Break-It-Down)b. model Stretch and Readc. guide students to use “Partner Practice” book to review and teach new soundsd. guide students to read a new word when a grapheme is changed, added or removede. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel soundsf. guide students to preview by video and predict the Shared Storyg. guide partners to read green/red words and sentences inside of the **Shared Story #45 The Magic Lake****Student will:** a. respond to sounds they hearb. Stretch and readc. use “Partner Practice” booklet to review old and new soundsd. guide students to the “quick erase”e. write letter sounds new and previously learnedf. participate in the previewing and discussion using complete sentences and using academic vocabulary with partnersg. read green/red words as well as sentences located in the inside |
| **Wednesday:** | **Lesson 45 Day 3 page 73****Phonics: Comparing Part 2 /ou/ ow/** **Shared Story: #45 The Magic Lake****STAR story- Adventures in Writing- At Home in the Rain Forest**

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| DAY 1 pg. 172Phonics: /ea/ **Teacher will: using the model I-Do, We-Do, You-Do**a. guide students with phonological awareness (Break-It-Down)b. model Stretch and Readc. guide students to use “Partner Practice” book to review and teach new soundsd. guide students to read a new word when a grapheme is changed, added or removede. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel soundsf. guide students to preview by video and predict the Shared Storyg. guide partners to read green/red words and sentences inside of the cover pageh. guide students to follow the “Guided Partner Reading Steps” to read Shared Storyi. guide students to answer questions about the text**Student will:** a. respond to sounds they hearb. Stretch and readc. use “Partner Practice” booklet to review old and new soundsd. guide students to the “quick erase”e. write letter sounds new and previously learnedf. participate in the previewing and discussion using complete sentences and using academic vocabulary with partnersg. read green/red words as well as sentences located in the inside cover of book with partnersh. use the “Guided Partner Reading Steps” to read Shared Storyi. use TPS to discuss and listen to one another’s responses about the textShared Story #21 *The* “a**Teacher will: using the** **model I-Do, We-Do, Yo** |
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|  **Thursday:** | **Lesson 45 Day 4 page 82****Phonics: /ou/ow/- Alphie’s word Bingo** **Shared Story: #45 The Magic Lake****STAR story- Adventures in Writing- At Home in the Rain Forest****EXTENSION- Learning beyond the story. Learning more in depth about Peru.** **Teacher will: using the model I-Do, We-Do, You-Do**a. guide students with phonological awareness (Break-It-Down)b. model Stretch and Readc. guide students to use “Partner Practice” book to review and teach new soundsd. guide students to read a new word when a grapheme is changed, added or removede. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel soundsf. guide students to preview by video and predict the Shared Storyg. guide partners to read green/red words and sentences inside of the cover pageh. guide students to follow the “Guided Partner Reading Steps” to read Shared Storyi. guide students to answer questions about the text**Student will:** a. respond to sounds they hearb. Stretch and readc. use “Partner Practice” booklet to review old and new soundsd. guide students to the “quick erase”e. write letter sounds new and previously learnedf. participate in the previewing and discussion using complete sentences and using academic vocabulary with partnersg. read green/red words as well as sentences located in the inside cover of book with partnersh. use the “Guided Partner Reading Steps” to read Shared Storyi. use TPS to discuss and listen to one another’s responses about the text |
| **Friday:** | **Lesson 45 Day 4 CONT’****Shared Story- #45 The Magic Lake****Reading for fluency****Story Test** **Teacher will: using the model I-Do, We-Do, You-Do**a. guide students with phonological awareness (Break-It-Down)b. model Stretch and Readc. guide students to use “Partner Practice” book to review and teach new soundsd. guide students to read a new word when a grapheme is changed, added or removede. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel soundsf. guide students to preview by video and predict the Shared Storyg. guide partners to read green/red words and sentences inside of the cover pageh. guide students to follow the “Guided Partner Reading Steps” to read Shared Storyi. guide students to answer questions about the text**Student will:** a. respond to sounds they hearb. Stretch and readc. use “Partner Practice” booklet to review old and new soundsd. guide students to the “quick erase”e. write letter sounds new and previously learnedf. participate in the previewing and discussion using complete sentences and using academic vocabulary with partnersg. read green/red words as well as sentences located in the inside cover of book with partnersh. use the “Guided Partner Reading Steps” to read Shared Storyi. use TPS to discuss and listen to one another’s responses about the text |
| **ASSESSMENT:** | Informal Observational, Teacher cycle form |