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| 4 Hour ELD Weekly Lesson Plan W. Fierros | | | | | | | **Week of Lesson:** | | April 14th-17th |
| 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 /oy/oi/  Shared Story : #46 Pen Pals in the U.S.A | | | | | |
| LESSON DELIVERY  Fast 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   |  | | --- | | Expectations  Team score card   1. “Your team used complete sentences”   Celebrations   1. Various Cheers (mirror, truck driver, silent cheer… or points   Role Cards   1. Role Cards – Identify who is speaking and who is listening   Signals   1. Think Pair Share 2. Partner Pyramid/Power Up 3. Think time   Cooperative Structures   1. Model, Model, Model 2. Role cards 3. Provide sentence structures based on type of questions | | | | | | | | | | |
| **Monday:** | | | | **Lesson 46 Day 1 page 92**  **Phonics: Team Celebration**  **Shared Story: Pen Pals in the U.S.A**  **STAR story- Country Kid, City Kid**  **Teacher will: using the model I-Do, We-Do, You-Do**  a. guide students with phonological awareness (Break-It-Down)  b. model Stretch and Read  c. guide students to use “Partner Practice” book to review and teach new sounds  d. guide students to read a new word when a grapheme is changed, added or removed  e. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel sounds  f. guide students to preview by video and predict the Shared Story  g. guide partners to read green/red words and sentences inside of the cover page  h. guide students to follow the “Guided Partner Reading Steps” to read Shared Story  i. guide students to answer questions about the text  **Student will:**  a. respond to sounds they hear  b. Stretch and read  c. 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 learned  f. participate in the previewing and discussion using complete sentences and using academic vocabulary with partners  g. read green/red words as well as sentences located in the inside | | | | | |
| **Tuesday:** | | | | **Lesson 46 Day 2 page 107**  **Phonics: Comparing /oy/ oi/**  **Shared Story: #46 Pen Pals in the U.S.A**  **STAR story- Country Kid, City Kid**    **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 Read  c. guide students to use “Partner Practice” book to review and teach new sounds  d. guide students to read a new word when a grapheme is changed, added or removed  e. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel sounds  f. guide students to preview by video and predict the Shared Story  g. guide partners to read green/red words and sentences inside of the  **Shared Story #46 Pen Pals in the U.S.A**  **Student will:**  a. respond to sounds they hear  b. Stretch and read  c. use “Partner Practice” booklet to review old and new sounds  d. guide students to the “quick erase”  e. write letter sounds new and previously learned  f. participate in the previewing and discussion using complete sentences and using academic vocabulary with partners  g. read green/red words as well as sentences located in the inside | | | | | |
| **Wednesday:** | | | | **Lesson 46 Day 3 page 119**  **Phonics: Comparing Part 2 /oy/ oi/**  **Shared Story: #46 Pen Pals in the U.S.A**  **STAR story- Adventures in Writing- Country Kid, City Kid**     |  | | --- | | DAY 1 pg. 172  Phonics: /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 Read  c. guide students to use “Partner Practice” book to review and teach new sounds  d. guide students to read a new word when a grapheme is changed, added or removed  e. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel sounds  f. guide students to preview by video and predict the Shared Story  g. guide partners to read green/red words and sentences inside of the cover page  h. guide students to follow the “Guided Partner Reading Steps” to read Shared Story  i. guide students to answer questions about the text  **Student will:**  a. respond to sounds they hear  b. Stretch and read  c. use “Partner Practice” booklet to review old and new sounds  d. guide students to the “quick erase”  e. write letter sounds new and previously learned  f. participate in the previewing and discussion using complete sentences and using academic vocabulary with partners  g. read green/red words as well as sentences located in the inside cover of book with partners  h. use the “Guided Partner Reading Steps” to read Shared Story  i. use TPS to discuss and listen to one another’s responses about the text  Shared Story #21 *The* “a  **Teacher will: using the**  **model I-Do, We-Do, Yo** | |  | | | | | | |
| **Thursday:** | | | | **Lesson 46 Day 4 page 129**  **Phonics: /oy/oi/- Alphie’s word Bingo**  **Shared Story: #46 Pen Pals in the U.S.A**  **STAR story- Adventures in Writing- Country Kid, City Kid**  **Story TEST**  **EXTENSION- Learning beyond the story. Learning more in depth about U.S.A.**  **Teacher will: using the model I-Do, We-Do, You-Do**  a. guide students with phonological awareness (Break-It-Down)  b. model Stretch and Read  c. guide students to use “Partner Practice” book to review and teach new sounds  d. guide students to read a new word when a grapheme is changed, added or removed  e. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel sounds  f. guide students to preview by video and predict the Shared Story  g. guide partners to read green/red words and sentences inside of the cover page  h. guide students to follow the “Guided Partner Reading Steps” to read Shared Story  i. guide students to answer questions about the text  **Student will:**  a. respond to sounds they hear  b. Stretch and read  c. use “Partner Practice” booklet to review old and new sounds  d. guide students to the “quick erase”  e. write letter sounds new and previously learned  f. participate in the previewing and discussion using complete sentences and using academic vocabulary with partners  g. read green/red words as well as sentences located in the inside cover of book with partners  h. use the “Guided Partner Reading Steps” to read Shared Story  i. use TPS to discuss and listen to one another’s responses about the text | | | | | |
| **Friday:** | | | | **No School- Good Friday**  **Teacher will: using the model I-Do, We-Do, You-Do**  a. guide students with phonological awareness (Break-It-Down)  b. model Stretch and Read  c. guide students to use “Partner Practice” book to review and teach new sounds  d. guide students to read a new word when a grapheme is changed, added or removed  e. guide students to write digraphs, diphthongs, inflectional endings, and r-controlled vowel sounds  f. guide students to preview by video and predict the Shared Story  g. guide partners to read green/red words and sentences inside of the cover page  h. guide students to follow the “Guided Partner Reading Steps” to read Shared Story  i. guide students to answer questions about the text  **Student will:**  a. respond to sounds they hear  b. Stretch and read  c. use “Partner Practice” booklet to review old and new sounds  d. guide students to the “quick erase”  e. write letter sounds new and previously learned  f. participate in the previewing and discussion using complete sentences and using academic vocabulary with partners  g. read green/red words as well as sentences located in the inside cover of book with partners  h. use the “Guided Partner Reading Steps” to read Shared Story  i. use TPS to discuss and listen to one another’s responses about the text | | | | | |
| **ASSESSMENT:** | | | | Informal Observational,  Teacher cycle form | | | | | |