

## Direct Teaching Lesson Planning Template for English Language Development (ELD) Classes

Teacher: Dr. D. Keita

Class: ELD Grade 9; ELD Grade 10

Week of: August 12-16, 2024

**ELP Standards:** Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & literacy, mathematics, and science. Standards 8-10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

Time	Component	Monday	Tuesday	Wednesday	Thursday	Friday
6	<b>Do Now</b>	Hear It (listening), Say It (speaking), Read It (reading), Write It (writing) Students use the Oxford Picture Dictionary for reference to find vocabulary to use. Students write 3 sentences about the picture using I see __; I see __; I see __	Hear It (listening), Say It (speaking), Read It (reading), Write It (writing) Students use the Oxford Picture Dictionary for reference to find vocabulary to use. Students write 3 sentences about the picture using I see __; I see __; I see __	Hear It (listening), Say It (speaking), Read It (reading), Write It (writing) Students use the Oxford Picture Dictionary. Students write 3 sentences about the picture using I see __; I see __; I see __. Teacher will ask students to share with a partner what they wrote.	Hear It (listening), Say It (speaking), Read It (reading), Write It (writing) Students use the Oxford Picture Dictionary. Students write 3 sentences about the picture using I see __; I see __; I see __. Teacher will ask students to share with a partner what they wrote.	Hear It (listening), Say It (speaking), Read It (reading), Write It (writing) Students use the Oxford Picture Dictionary. Students write 3 sentences about the picture using I see __; I see __; I see __. Teacher will ask students to share with a partner what they wrote.
1	<b>Objectives</b>	I can identify the phrases and vocabulary needed in order to communicate and navigate my surroundings in school.	I can identify the phrases and vocabulary needed in order to communicate and navigate my surroundings in school.	I can identify the phrases and vocabulary needed in order to communicate and navigate my surroundings in school.	I can identify the phrases and vocabulary needed in order to communicate and navigate my surroundings in school.	I can identify the phrases and vocabulary needed in order to communicate and navigate my surroundings in school.
5	<b>Connection</b> (background/prior knowledge)	New country, new community, new school	New country, new community, new school	New country, new community, new school	New country, new community, new school	New country, new community, new school
	<b>Complex Text</b> <i>On grade-level and culturally responsive</i>	<i>Greetings Dialogue; Introductions Dialogue</i>	<i>Greetings Dialogue; Introductions Dialogue</i>	<i>Greetings Dialogue; Introductions Dialogue</i>	<i>Greetings Dialogue; Introductions Dialogue</i>	<i>Greetings Dialogue; Introductions Dialogue</i>
5	<b>I Do</b> <i>During the I Do, attend to a language or grammar skill in context and foundational literacy</i>	Teacher will pre-teach the following words and phrases with visual support and sentence frames/exemplars. Students will listen and repeat.	As a review from the first day, students will interview a partner and introduce their partner to another set of partners.  Teacher will introduce ways to ask for help to answer a	Fill in the blanks in a conversation between a teacher and a student. (exchanging personal information and asking for help).	Review some of the previously taught vocabulary/phrases. Use turn & talk to have students practice with visual support/sentence frames on the board.	Review previously taught vocabulary/phrases. Students will complete a chart to identify what they need and how to ask.

		Greetings (Good morning, good afternoon, good night), Name, "I am from...." Country, Speak, Languages, Age (relevant numbers to describe age)	question using the "What to Say When I Don't Know" poster.		Students will write a paragraph about themselves using a paragraph frame.	
<b>1</b>	<b>CFU</b>	Fist of Five	Fist of Five	Fist of Five	Fist of Five	Fist of Five
<b>5</b>	<b>We Do</b>	Teacher will read -- tracking print while reading, drawing attention to capitalization of name and country -- a short paragraph about Diego, with visual supports. Students will choral or echo read the paragraph. Students will answer the questions by completing the sentence frames on their papers.	Teacher projects a slide with blanks to fill in based on visuals. Students write and complete the sentences.	Teacher will read a short text about Yoon. Students will choral read with the Teacher. Teacher will annotate for the names / country / dates / language. Teacher will read thought bubbles annotating for "need" and "may". Students will complete sentence frames.	Teacher and students will echo read the next paragraph. Students will annotate the text for words they know.	Teacher and students will echo read the next paragraphs. Students will annotate the text for words they know.
<b>1</b>	<b>CFU</b>		Questioning	Questioning		Questioning
<b>5</b>	<b>You Do in Pairs</b>	N/A	Students make a list of three classroom items they need. Students pair up and ask their partner, "What do you need?" Students answer, "I need ___"	Students will do a speaking activity using A / B partner sentence frames.	N/A	Teacher and students will echo read the next paragraph. Students will read again in a partner read. Students will annotate the text for words they know.
<b>1</b>	<b>CFU</b>	Thumbs Up/Down	Thumbs Up/Down	Thumbs Up/Down	Thumbs Up/Down	Thumbs Up/Down
<b>10</b>	<b>You Do Independently</b>	Teacher will read- tracking print while reading, drawing attention to capitalization of name and country- a short paragraph about Ming with visual supports. Students will choral or echo read the paragraph. Students will answer the questions by completing the sentence frames on their papers.	Students write a short summary of their partner's needs.	Students write a short summary of the speaking activity.	N/A	Students will write a short <b>6-word summary</b> of the text in their home language and then translate it to English.
<b>5</b>	<b>Closure/ Assessment/Exit Ticket</b>	Exit Ticket: Paragraph frame about yourself	Exit Ticket: Fill in the blanks (conversation with the teacher)	Exit Ticket: Multiple choice questions	Exit Ticket: Multiple choice questions	Exit Ticket: Summary of the story using a paragraph frame and a word bank

<p><b>Materials and Supplies Needed:</b></p> <p>Notebooks and pencils</p> <p>PowerPoint Presentation</p> <p>Oxford Picture Dictionary</p>	<p>Week 1 ELD PowerPoint</p> <p>Notebooks/pens/pencils</p> <p>Oxford Picture Dictionary</p> <p>Copies of the texts</p>	<p>Week 1 ELD PowerPoint</p> <p>Notebooks/pens/pencils</p> <p>Oxford Picture Dictionary</p> <p>Copies of the texts</p>	<p>Week 1 ELD PowerPoint</p> <p>Notebooks/pens/pencils</p> <p>Oxford Picture Dictionary</p> <p>Copies of the texts</p>	<p>Week 1 ELD PowerPoint</p> <p>Notebooks/pens/pencils</p> <p>Oxford Picture Dictionary</p> <p>Copies of the texts LD</p> <p>PowerPoint</p>	<p>Week 1 ELD PowerPoint</p> <p>Notebooks/pens/pencils</p> <p>Oxford Picture Dictionary</p> <p>Copies of the texts</p>
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