Focused ELD Daily Planning Template

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| **Proficiency Level: Early Advanced/Advanced** | **Function: *Describe, Classify, Compare & Contrast*** |
| **Topic: *Playing Soccer*** | **Day: 4** |

**Objective:** Students will be able to use verbs, nouns, adverbs, and conjunctions in order to describe and explain the actions of people using verbs and adverbs.

**List Vocabulary:**

**Verbs**: (related to playing soccer): warming up, running, dribbling, kicking, passing, blocking, assisting, saving, scoring a goal, yelling, etc…

**Nouns:** soccer

**Adverbs with –ly (written in purple):** *quickly, loudly, carefully, slowly, etc…*

**Conjunction:** while, when (teacher added)

**Sample Charts:**

Items to consider for instruction:

* Illustrated word bank/tree map from previous lessons
* Chart of adverbs (*Ways We Can Move*)
* Write the prompt in blue and the responses in green, as well as use color supports to highlight the grammar (e.g.: nouns in black).

**Ways We Can Move**

**quickly**

**slowly**

**carefully**

**loudly**

**quietly**

**swiftly**

**accurately**

**roughly**

**smoothly**

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| Soccer  **Describe how the soccer players ….**  **The soccer players ….** |

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| **Bringing Language to Life/ Linking to Prior Knowledge** |
| ***The last time we were together, talked about what soccer players do when they play soccer. Today we are going to talk about ways the soccer players move when they are playing soccer***  ***Let’s think of ways we can move our bodies.***  Quick share out. Co-create *Ways We Can Move* chart. |
| **I Do It** *Prompts and Responses* |
| ***Let’s begin to have conversations about activities we do at recess. Let’s use these sentence frames to help us.***  You may consider using the structured language practice *Echo Talk* to demonstrate how to use the sentence frames. See below for instructions on *Echo Talk*  Show students the sentence frames. Encourage students to pretend to perform the action as they talk.  ***Describe how the soccer players raced down the field.***  ***The soccer players raced swiftly down the field.***  Repeat and model as necessary. |
| **I Do It/ We Do It** |
| You may consider using *A-B Partnerships* to have students practice the sentence frames.  Divide the class into A-B Partners.  ***Partner A you will ask the question. Partner B will respond.***  After partners have chatted…  ***Now, Partner B will ask the question and Partner A will respond.***  Continue as time permits. |
| **Wrap Up** |
| ***Today we talked about ways soccer players can move their bodies when they are playing soccer. When we can use the exact perfect word to describe our actions, it will help us better communicate with our friends and families. The next time we meet, we will continue this work by preparing and delivering a sports report.*** |