Focused ELD Daily Planning Template

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| **Proficiency Level: Beginning/Early Intermediate** | **Function: *Describe, Classify, Compare & Contrast*** |
| **Topic: *Sports/Recess Activities*** | **Day: 5** |

**Objective:** Students will be able to use verbs, nouns, adverbs, and pronouns in order to describe actions using verbs and adverbs.

**List Vocabulary:**

**Verbs related to playing basketball and the equipment: (from previous lessons)**

**Nouns:** basketball, playground equipment

**Pronouns**: I, you

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

**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**

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| Recess Activities  **What do you do when you play (on the) \_\_\_\_\_\_\_\_\_ ?**  **I \_\_\_\_\_\_ and \_\_\_\_\_\_ when I play (on the)\_\_\_\_\_\_\_ .**  **How do you \_\_\_\_\_\_\_ when you play (on the) \_\_\_\_\_\_\_\_\_ ?**  **I \_\_\_\_\_\_ \_\_\_\_\_\_ when I play (on the)\_\_\_\_\_\_\_ .** |

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| **Bringing Language to Life/ Linking to Prior Knowledge** |
| ***The last time we were together, talked about things we do when we play basketball or on the equipment. Today we are going to talk about ways we move when we are playing these activities.***  ***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.  ***What do you do when you play basketball?***  ***I shoot and score when I play basketball.***  ***How do you shoot when you play basketball?***  ***I shoot quickly when I play basketball.***  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 we can move our bodies when we are playing outside on the playground. 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 playing a guessing game*** |

**Echo Talk**

*Echo/Repeat* is appropriate for teachers to use whole group, small group, and/or with individual students.

Students “echo” the word/phrase, sentence, etc. the teacher states.

*Echo/Repeat Response* is a useful way of ensuring that students practice the target vocabulary being taught. As this routing is being used, visually monitor students to ensure they are repeating the word, phrase, sentence, etc.

**Example:**

Teacher: What do you do when you play on the equipment?

Students: What do you do when you play on the equipment?

Teacher: I run and climb when I play on the equipment.

Students: I run and climb when I play on the equipment.

Teacher: How do you play on the equipment?

Students: How do you play on the equipment?

Teacher: I play carefully when I play on the equipment.

Students: I play carefully when I play on the equipment.