Focused ELD Daily Planning Template

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| **Proficiency Level: Beginning/Early Intermediate** | **Function: *Describe, Classify, Compare & Contrast*** |
| **Topic: *Sports/Recess Activities*** | **Days: 1-4** |

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

***Note: This lesson is designed to be completed over FOUR days. You may consider using Days 1&2 to watch the sports videos and begin to co-construct the tree maps, Days 3-4 to complete tree map and introduce and practice the sentence frames.***

**List Vocabulary:**

**Verbs related to playing basketball: (written in red)** *shoot, pass, score, run, dribble, etc…*

**Verbs related to playing on the equipment (written in red):** *run, climb, swing, slide, jump, etc…*

**Nouns:** basketball, playground equipment

**Pronouns**: I, you

**Sample Charts:**

Items to consider for instruction:

* Create an illustrated word bank/tree map

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| Sample Illustrated Word Bank |
| ::::::Desktop:basketball1.jpg  basketball  ::::::Desktop:running.jpg ::::::Desktop:dribble.jpg ::::::Desktop:shoot.jpg ::::::Desktop:make a basket.jpg pass.jpg  run dribble shoot score/make a basket pass  ::::::Desktop:playground.jpg  playground  ::::::Desktop:running.jpg ::::::Desktop:walking.jpg ::::::Desktop:climbing.jpg ::::::Desktop:swinging on monkey bars.jpg ::::::Desktop:sliding Down .jpg ::::::Desktop:jumping.jpg  run walk climb swing on slide jump  monkey bars |

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

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| **Bringing Language to Life/ Linking to Prior Knowledge** |
| ***The last time we were together, we talked about our body parts. Now, we are going to talk about things we can with our bodies when we are playing recess outside. When we can talk about the activities or actions we do with our bodies, it can help us as English Learners better communicate with our friends.***  ***We all go out to play recess every day. Let’s think about some of the activities we do when we play recess.***  Quick share out.  ***Let’s watch some video clips of kids playing two recess games: basketball and on the equipment.***  You may have other links that will support this work. Here are some video clips:  Basketball:  <http://www.schooltube.com/video/0344e6111bbe6257b0c8/HIGHLIGHTS>  On the Equipment:  Run  <http://www.schooltube.com/video/994740f77cfd4c5fb33f/Playground-rules>  climb  <http://www.schooltube.com/video/2a821e6176674580af96/Playground-rules>  slide  <http://www.schooltube.com/video/1d1695ad8b964d1a942b/Playground-rules>  jump (rope)  <http://www.schooltube.com/video/ed84454d91c447edbdde/Playground-rules>  swing(on monkey bars)  <http://www.schooltube.com/video/1cbd56ecd0ef4f42bfe0/Playground-rules>  Generate a conversation about the actions that are used when playing recess.  Co-construct Illustrated Word Bank/Tree Map. |

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| **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.***  Repeat and model as necessary. |
| **I Do It/ We Do It** |
| Use the Structured Language Practice *Tea Party* to have students practice the sentence frames. You may consider doing basketball on one day and playground equipment on the other day.  Use *Tea Party* to have students practice the sentence frames.  Tea Party  (You will need a set of stickies and a pen/pencil to do this activity)   1. Teacher poses the prompt. 2. Each child writes down their response on their own sticky. (Remind students to write neatly as others will be reading their sticky!) 3. At the signal, students pair up and share what they wrote by reading their sticky to each other. 4. After each partner has read their sticky, partners switch stickies. 5. At the signal, students find a new partner and share what is written on the new sticky. 6. After each partner has read their new sticky, partners switch stickies. 7. Repeat.   Continue as time permits. |
| **Wrap Up** |
| ***We have spent two days talking about activities we do during recess. We will continue this conversation the next time we meet.*** |

**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.