

DAILY LESSON PLAN

Build Background • Demonstration • We Do • You Do Together • You Do Alone • Reflection

Teacher Name:		Grade Level: 2nd Grade	Date:	Materials/Technology <input type="checkbox"/> Document Camera <input type="checkbox"/> LCD Projector <input type="checkbox"/> Inter Write Pad <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers <input type="checkbox"/> Overhead projector <input type="checkbox"/> Overhead transparency <input type="checkbox"/> Television/DVD <input type="checkbox"/> Classroom Library <input type="checkbox"/> Media center <input type="checkbox"/> Content Texts <input type="checkbox"/> ESL Texts <input type="checkbox"/> Educational Software Sensory Supports <input type="checkbox"/> Realia <input type="checkbox"/> Manipulatives <input type="checkbox"/> Pictures/Photos <input type="checkbox"/> Illustrations <input type="checkbox"/> Magazines & Newspapers <input type="checkbox"/> Physical activities <input type="checkbox"/> Video/film <input type="checkbox"/> Broadcasts <input type="checkbox"/> Models or other visual displays <input type="checkbox"/> Cartoons <input type="checkbox"/> Audio <input type="checkbox"/> Songs/chants Graphic Supports <input type="checkbox"/> Charts <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Tables <input type="checkbox"/> Graphs <input type="checkbox"/> Timelines <input type="checkbox"/> Number lines
Common Core Standard:	CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Content Objective:	Students will be able to write instructions on how to complete a task.			
Language Objective:	Students will be able to use sequencing words to write instructions.			
Essential Question:	How do we write instructions?			
Key Vocabulary and language structures:	First, next, then, last, second, third, after, finally First, _____. Next, _____. Then, _____. Finally, _____.			
Grouping Strategies:	Students will work in pairs. Lower-level students will be paired with a student of higher proficiency.			
Questions:	What kinds of words can we use to show order? Why is it important to give directions in the correct order?			
Build Background and Make Connections How will you engage students in the lesson and activity? How will you connect to students' knowledge and experience? Tell students that they will play an important role in today's activity. They will be describing a series of steps for a particular activity (see next box). Ask the students to identify words that would be used to describe how to do or make something (first, next, then, last, after, finally). Write the words in a place where the students can see clearly. Tell the students that they will help direct how to do or make something.				

I do How will you introduce the objective to students? How will you model or demonstrate for students?	<u>Interactive Supports</u> <input type="checkbox"/> Pairs <input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Internet or Software <input type="checkbox"/> Native language
The teacher will demonstrate how to make hot chocolate for students, and then model how to write directions for what the teacher did. Depending on time and student level, the teacher may choose to: (A) write all the steps on chart paper, PowerPoint, storyboard template or an interactive white board first before demonstrating the activity, (B) write the steps while demonstrating the activity, or (C) follow the verbal directions of the students while demonstrating the activity. During the activity, prompt the students to <ul style="list-style-type: none"> - use specific vocabulary (take out the bread could translate to taking a whole loaf of bread from the package), - use time appropriate sentences (are the directions in the correct order?), and - use appropriate verbs and sequencing words. - Review with students the parts of procedure, including stating the purpose, identifying materials, - procedural steps, and procedural conclusion. 	<u>Teacher Evaluation Documentation</u> <input type="checkbox"/> Setting instructional outcomes <input type="checkbox"/> Designing coherent instruction <input type="checkbox"/> Establishing a culture for learning <input type="checkbox"/> Managing Student Behavior <input type="checkbox"/> Using questioning and discussion techniques <input type="checkbox"/> Engaging students in learning <input type="checkbox"/> Communicating with families
We Do What will you model for students? What will students be able to do together?	
Students are presented with the materials to make their oreo turkeys (Instructions for making the turkeys can be found at: http://www.myrecipes.com/recipe/ugc/u-oreo-turkey-cookies/). Tell the students they will be photographing and writing about each step as they complete them. Students will work in pairs to assemble the turkeys and photograph each step of the , while the teacher demonstrates for the whole group. This can be done with a chart paper “flip chart,” through PowerPoint, the storyboard template or on an interactive white board.	
You Do What will students be able to do independently following lesson and modeling?	
Students will write a caption for each photo about each step of the process using sequencing words. Sentence frames and word boxes will be supplied as necessary.	
Review and Assessment How will students demonstrate their learning?	
The project will be assessed using content and writing rubrics.	

Notes:

ELD STANDARD: Language of Language Arts

EXAMPLE TOPIC: Procedural Writing

CONNECTION:

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students will write directions for completing a task.

COGNITIVE FUNCTION: Students will COMPREHEND the sequence of steps in the task.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
DOMAIN: WRITING	WRITE sequence words (first, next, then, last) to match sequenced pictures using a word bank.	WRITE a short phrase for each step using pictures, a word bank, and sentence starters.	WRITE a complete sentence for each step using pictures, a word bank, and sentence starters.	WRITE a complete sentence for each step using pictures a word bank.	WRITE a complete sentence for each step using pictures.	Level 6 - Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words such as: first, next, then, last, after, finally, second, third

Example Language Features

	Level 1-3	Level 2-4	Level 3-5	Level 6- Reaching
Linguistic Complexity Discourse Level	First, _____ Next, _____ Then, _____ Last, _____	First, separate the cookie. Next, make a turkey body and attach it to the center of the cookie. Then, put chocolate frosting on the cookie with no icing. Finally, make the turkey tail and attach it.	First, separate the cookie carefully, leaving cream filling on one side; set cookie halves without filling aside. Second, make a turkey body by attaching a cinnamon candy (for turkey head) to each malted milk ball (turkey body) with a dab of chocolate frosting. Then, attach a turkey body to center of each cookie half with cream filling using a dab of chocolate frosting. Next, spread chocolate frosting on the inside of each cookie half that does not have cream filling. Then, for the turkey tail, arrange candy corn on chocolate-frosting cookies with wide end of candy along outer edge. Finally, attach each turkey tail behind a turkey body using chocolate frosting.	
Language Forms & Conventions Sentence Level	Words and short phrases	Declarative sentences	Compound declarative	
Vocabulary Usage Word/Phrase Level	Basic Nouns	Specific names	More specific nouns: Specific names Specific activities	

Date: _____

Author's Name: _____

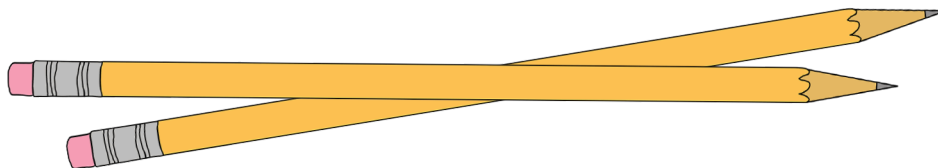
Editor's Name: _____

Self-Revision and Peer Editing Checklist

SELF-REVISION	Checklist Item	Check here when complete:	PEER EDITING Checklist Item	Check here when complete:	Comments and suggestions:
Organization	My steps are in the right order.		The author's steps are in the right order.		
Content	I explained how to do each step so someone else could follow my directions.		I could follow this author's directions and make the same decoration.		
Vocabulary	I used sequencing words to show each step of the process.		The author used sequencing words correctly.		
Grammar/ Spelling	I checked my writing for capitalization, punctuation, and spelling. I fixed words that didn't look right.		The author used capital letters at the beginning of sentences, punctuation at the ends, and checked spelling.		
Photographs/ Captions	My captions and photographs match.		The author's captions and photographs match.		
Participation	I actively participated in the project.		The author actively participated in the project.		
Following Directions	I followed directions for the writing project.		The author followed directions for the writing project.		

Student-Friendly WIDA Writing Rubric

Level	Language Complexity How much did I write?	Vocabulary Which words did I use?	Language Forms and Conventions How easy was I to understand?
5	I have used several types of sentences of different lengths. I have a full paragraph or more. My writing is well organized.	I have used many different vocabulary words. I used technical words related to the subject area.	I have few, if any, errors in my writing. My writing is easy to understand.
4	I have used several types of sentences of different lengths. I used details to make my ideas clear. My writing has a sense of organization.	I have used specific vocabulary and some technical vocabulary related to the subject. I sometimes do not know the vocabulary to fully communicate my ideas.	I may make some mistakes, but they do not change the overall meaning of what I have written. My writing is generally easy to understand.
3	I have used some simple and some long sentences. I have tried to provide detail. There may be some organization to my ideas.	I have used general vocabulary and some specific vocabulary related to the subject. I might sometimes be unable to find the correct vocabulary.	My sentences are usually easy to understand. Mistakes may make my writing harder to understand when I write longer texts.
2	I have used phrases and short sentences. Some of what I have written may be copied. My ideas may need more organization.	I have used general vocabulary related to the subject. I might not know all the vocabulary to fully communicate my ideas.	My writing is easy to understand when it comes from an example or sentence frames. I do not include many of my own words. Mistakes make my writing hard to understand.
1	I have used single words or phrases that I have been taught. Some of what I have written may be copied.	I have only used words that I have learned from friends and classes. I do not have all of the vocabulary I need to communicate my ideas.	My writing is easy to understand when copied or when I am following an example. I include few, if any of my own words. Mistakes make my writing very hard to understand.



Procedural Writing Rubric for Assessment of Content

Criteria	4	3	2	1
Sequence The steps of the process are in the correct order.	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
.Format A picture and caption are included for each step.	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
Temporal Words Student uses temporal words to indicate the order of the steps.	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
Revising and Editing Student revised his/her own work and the work of a peer. Student's own work was also reviewed by a peer.	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
Final Product The author's final product is in the required format (book, powerpoint presentation, etc).	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met

Student Name _____ **Grade** ____ / 20 = ____

Teacher Comments: