

ELD LESSON PLAN FORMAT
Book MOUSE PAINT by E. Walsh

Lesson 1

Introduce Vocabulary:

dripped, stepped, stirred, splashed, danced, hopped, mixed, jumped, painted, mixed, shouted, climbed, washed --All verbs. As always, you may choose to limit the number of words you teach, or chunk them (as we have done throughout the lesson).

Word work:

Tell your partner what you think each word means. Look for the student responses to know their level of understanding.

Access Background knowledge:

Have students tell their partner predictions about what will happen in the book (show them the cover). Have students tell their partner what cats and mice do.

Set purpose for reading book:

Choose 3-6 words for students to identify while reading by touching their nose. (Choose words that have different beginning sounds). Have a student highlight the words.

Read Book:

While you read, students tell you there's a word and have one of them highlight.

Conclude with purpose for book:

Go back to the highlighted words and have students tell their partner the meaning of the word by looking at what the characters are doing. When they share out decide on a kinesthetic action for each word. Add your pictures to the words.

Supplies:

Word strips

pictures

highlighting tape

Lesson 2

Review Vocabulary:

Put up pictures from yesterday, see if they can produce the words and remember the actions. (If they need another hint, give them the beginning sound.) Put up the remaining words.

Word work:

Practice the ending sounds of d and t. Exaggerate the difference of tongue shape and air blowing. You can have kids dangle a Kleenex in front of their mouth; it moves with the t but not with the d.

Access Background knowledge:

Tell students you want to see if they can use the vocabulary to describe what happened in the book. Have students tell a partner what they remember from the book. What did the mice do? Here you assess what they remembered and how much they can talk about it. If necessary, do a picture walk and have students talk about each page. When you get to the words that you didn't focus on the day before, talk about them in depth and add the picture. Decide a kinesthetic for the new words.

Set purpose for reading book:

Identify the words in the text and show the action.

Read Book:

While reading kids are showing action of words.

Conclude with purpose for book:

Play charades.

Supplies:

Kleenex pictures

Lesson 3

Review Vocabulary:

Charades again.

Word work:

Sort by ending sound /t/, /ed/

Find your partner activity:

Which ever level of language determines the partner match (text to text, text to picture with text, text to picture, etc.).

Set purpose for reading book:

Identify how colors change each other.

Read Book:

Have a student helper show how the combination works with the square manipulatives. Give students the chips so they can make the combos.

Conclude with book and comprehension (retell, sequence, graphic org, etc.):

Have a worksheet template that reads " _____ and _____ is _____."

Students make the combinations by gluing color paper squares.

Supplies:

Manipulatives color pieces color squares and worksheet

Lesson 4

Vocabulary play...extend vocabulary into production:

Have sentences describing what happened in the book at each table. (The mouse climbed into the jar.) Cut the strips into chunks for students to reconstruct. You can scaffold this by chunking the words so they are separated in any way (The mouse/climbed/into the jar.) or (The/mouse/climbed/into/the/jar.). You may even have the sentence in its entirety so students just match to the model.

Read again (if necessary) and comprehension (retell, sequence, graphic org, etc.):

Put up one of the vocabulary words and have students explain what happened in the book with the word. You could have them take the sentences they reconstructed and match to the picture from the book.

Culminating activity/game/class book:

Students get to choose a word and you take a picture of them doing it. They write a book page, for example, "Rachel _____ the _____." (You will decide how they should write about their picture.

Supplies:

Sentence strips
class book page

copies of pictures from the book

NOTES: