

## ELD LESSON PLAN FORMAT

Book\_\_Six-Dinner Sid\_\_

### Lesson 1

#### Introduce Vocabulary:

number words, food words

neighbor, street, different, perfect, cough, vet, nasty, medicine, future, dinner

suspicious, mischief, swanky, smooched (optional)

#### Word Work:

Sort words by number of syllables.

#### Access Background Knowledge:

Have students tell their partner three things they know about cats.

Hold up cover and read title. Have students make predictions to their partner about the book.

#### Set purpose for Reading Book:

Explain the title.

#### Read Book:

Do a Think Aloud about figuring out the title while reading the book.

#### Conclude with Purpose for Book:

Have students tell their partner what the title of the book means.

### Lesson 2

#### Review Vocabulary:

Practice pronunciation of each vocabulary word 6 times. Use different tones, volumes and voices to make it fun.

#### Word Work:

Sort words by number of letters: words with 6 letters, less than 6 and more than 6

#### Access Background Knowledge:

Anticipation guide with questions about the big idea of the book.

#### Set Purpose for Reading Book:

Find proof in the text to support your answer.

#### Read Book:

Group students and assign them one statement on the anticipation guide that they have to find proof in the text for answer. Read it once with them just listening and the second time, stop periodically for them to conference with their group on the answer to their statement.

Conclude with purpose for book:

They say if the statement is true or false and show in the text where there is proof.

### **Lesson 3**

Review Vocabulary:

Have students highlight each vocabulary word on their anticipation guide.

Word Work:

Find Your Partner: text to text, text to visual, text to visual with text, etc.

Access Background Knowledge:

Have students choose one word from the vocabulary and use it to describe what happened in the story. Model first.

Set Purpose for Reading Book:

Explain a detail in the story using a vocabulary word.

Read Book:

When you come upon a vocabulary term, have students tell their partner a detail in the story using it. Have at least two students share out. Make explicit that you can say the same thing in two ways.

Conclude with Purpose:

Have students decide which was the most difficult word to use.

### **Lesson 4**

Vocabulary:

You give a description of a detail in the story and use one of the vocabulary.

Access Background Knowledge:

Have students tell their partner what happened first and last in the story.

Set Purpose for Reading Book:

Sequence the events.

Read Book:

Pass out pictures of each major event in the story and when it happens in the book, they order them.

Conclude with Purpose:

Doing shared writing, write a statement about each picture using the *to be +ing* to describe each picture. (Sid is eating. Sid is going to the vet. Sid is \_\_\_ing.)

Find Your Group:

Tell them to find groups of 6. Cut the pages of six pictures of eating, playing, medicine, etc. up for groups. Have them use the prompt: Sid is \_\_\_\_\_. from yesterday. If they need it more challenging, add because \_\_\_\_\_ and have students make up the reasons.

Extend Vocabulary:

As a class, brainstorm other ing verbs. Have pictures from magazines or stories you have read for students to get ideas from.

Culminating Activity/Game/Class Book:

Depending on level of students, scaffold as necessary. Let students choose one of the animals and name it. Have them illustrate around the animal to show what it is doing. Have some examples for them. They can choose ing verbs from the class list to write for each picture.

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