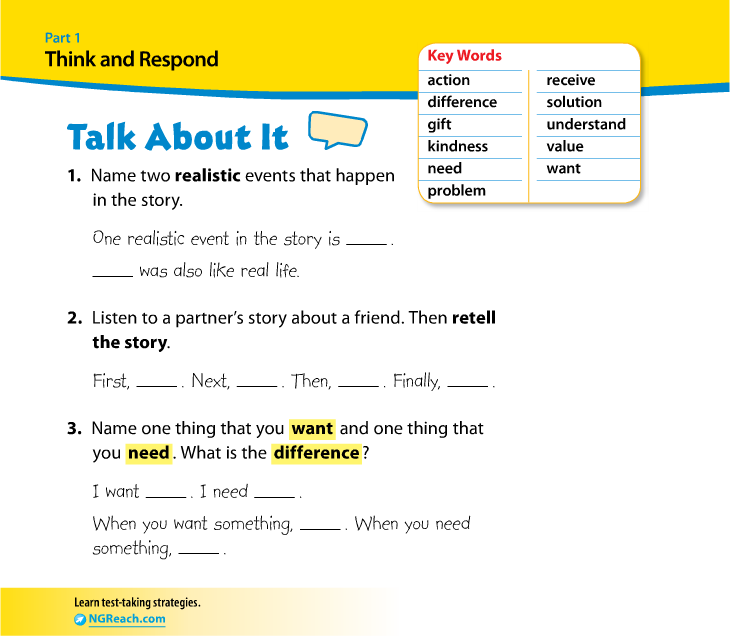
|  |
| --- |
| April 20, 2020 |
| **OBJECTIVE: How do people help each other?**  **SWBAT:**  **\*Use word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**  WIDA 2,4:  The Language of Language Arts, The Language of Social Studies |
| **TIME FRAME: 20 minutes** |
| **Activity Directions:**  Students will identify the following vocabulary words:   1. Action 2. gift 3. receive 4. difference 5. problem   6. solution   Students will use google translate to:  ~ Listen & repeat word 3 times   ~ Write definition and a sentence for each vocabulary word either in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials: Google translate, Reach Level D ~ Teacher’s Edition  Assessment: WIDA Writing Rubric |

|  |
| --- |
| **April 21, 2020** |
| **OBJECTIVE:**  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
| **STANDARD(S):**    **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 2, 4:  The Language of Language Arts, The Language of Mathematics |
| **TIME FRAME:  20 Minutes.** |
| **Activity Directions:  Students will listen to a read aloud of** [**“Those Shoes”**](https://www.youtube.com/watch?v=LjUFJEduguk)**.**    **Students will practice reading skills. Students will identify ways people help each other. Write a paragraph answering the prompt: How can one act of kindness make a difference?**  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.    Learning Materials:  Reach Level D, Google translate as needed.  Assessment: WIDA Writing Rubric |

|  |
| --- |
| **April 22, 2020** |
| **OBJECTIVE:  SWBAT: Students practice reading skills.**  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
|  |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 2:  The Language of Language Arts |
| **TIME FRAME: 20 minutes**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Activity Directions:  Students use Reach textbook page 26.  Students build comprehension skills. Students answer questions #1-3. Students write complete sentences using proper capitalization, spelling & punctuation.  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.    Learning Materials:  Google translate as needed.    Assessment:  WIDA Writing Rubric |

****

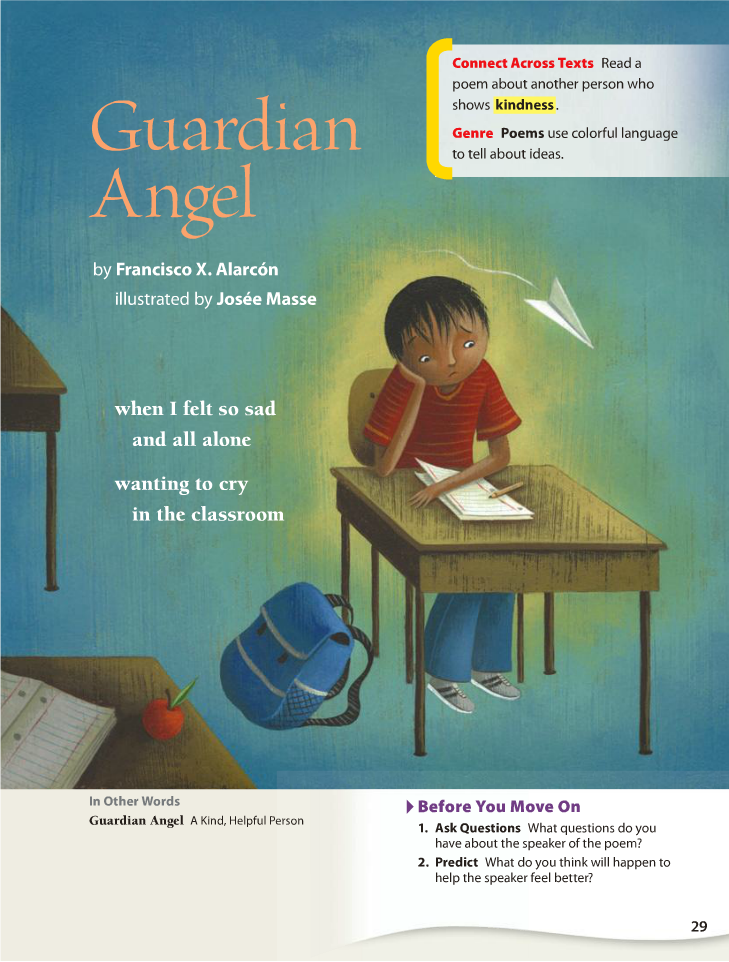
**Garfield Public Schools**

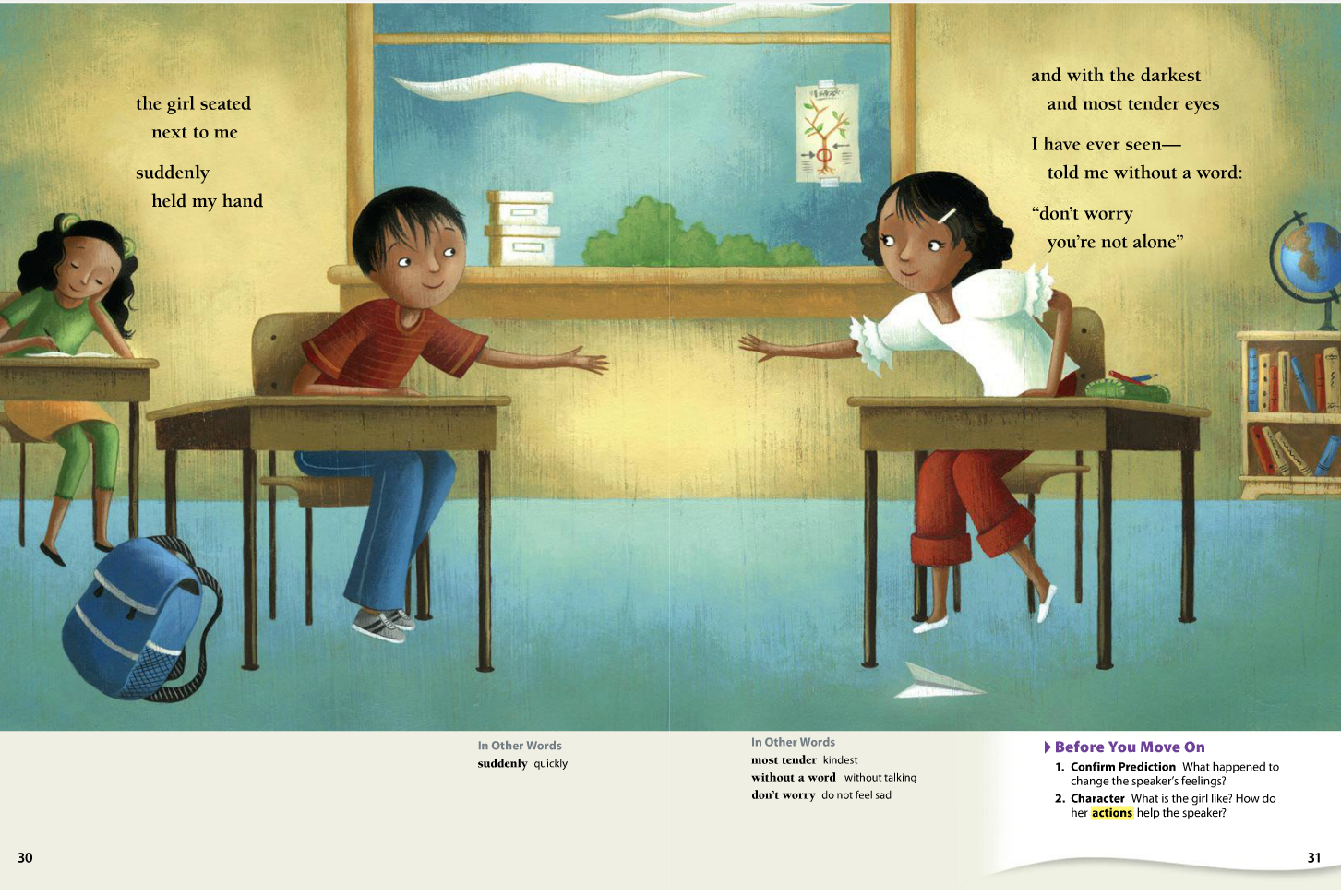
**Remote Learning Lesson Plans**

**Grade 4th and 5th - ESL**

|  |
| --- |
| **April 23,2020** |
| **OBJECTIVE:  Students use sequence words: first, then, next & finally.**  **SWBAT:**  **\*Use word structure to determine word meaning.** |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**  WIDA 1,2:   Social & Instructional Language, The Language of Language Arts |
| **TIME FRAME: 20 minutes** |
| **Activity Directions:**  Students retell story “Those Shoes”.  Students write 3 paragraphs to summarize story including beginning, middle & end.  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials: Google translate, Reach book    Assessment: WIDA Writing Rubric |

|  |
| --- |
| **April 24, 2020** |
| **OBJECTIVE:  Practice fluency skills**  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.** |
| **STANDARD(S):**    **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 2:  The Language of Language Arts |
| **TIME FRAME:  20 Minutes.** |
| **Activity Directions:  Students will read poem “Guardian Angel”.**  **Students will write & answer question:**  **How does the girl in this poem show kindness?**  **What are some examples of how you can show kindness to others?**  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials:  Google translate if needed.  Reach Level D- Volume 1  Assessment: WIDA Writing Rubric |

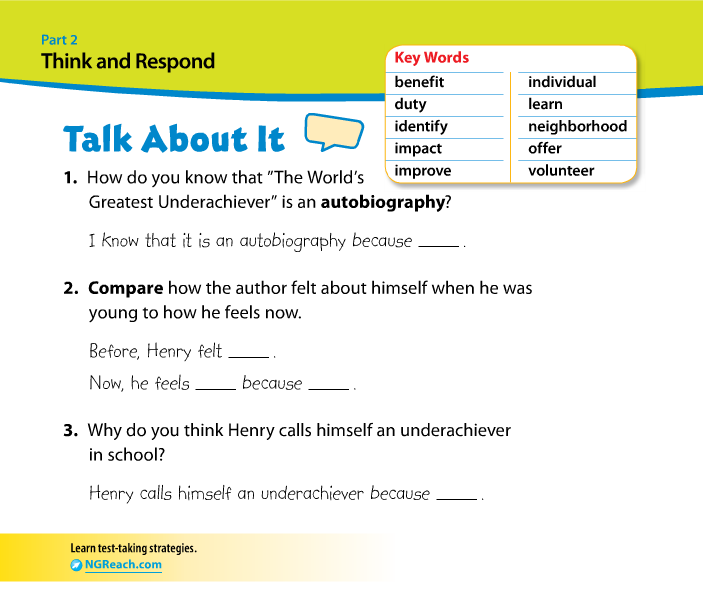




|  |
| --- |
| April 27, 2020 |
| **OBJECTIVE: How do people help each other?**  **SWBAT:**  **\*Use word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**  WIDA 2,4:  The Language of Language Arts, The Language of Social Studies |
| **TIME FRAME: 20 minutes** |
| **Activity Directions:**    Students will identify the following vocabulary words:  1.Neighborhood 2. Individual 3. Volunteer 4. Comparison 5. Monitor 6. Benefit    Students will use google translate to:  ~ Listen & repeat word 3 times   ~ Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.      Learning Materials: Google translate, Reach Level D ~ Teacher’s Edition  Assessment: WIDA Writing Rubric |
|  |

|  |
| --- |
| **April 28, 2020** |
| **OBJECTIVE:  How do people help each other?**  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
| **STANDARD(S):**    **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 2, 4:  The Language of Language Arts, The Language of Mathematics |
| **TIME FRAME:  20 Minutes.** |
| **Activity Directions:  Students will listen to a read aloud of the autobiography**[**“The World’s Greatest Underachiever”**](https://www.youtube.com/watch?v=pBQUpT96d7o)**.**    **Students will practice reading skills. Students will identify ways people help each other.** What did you learn from this story? Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.    Learning Materials:  Reach Level D, Google translate as needed.  Assessment: WIDA Writing Rubric |

|  |
| --- |
| **April 29, 2020** |
| **OBJECTIVE:  SWBAT: How do people help each other?**  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.**  **\*practice writing in complete sentences, revising and editing.** |
|  |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 2:  The Language of Language Arts |
| **TIME FRAME: 20 minutes**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Activity Directions:  Students build comprehension skills. Students answer questions #1-3. Students write complete sentences using proper capitalization, spelling & punctuation. Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.    Learning Materials:  Google translate as needed.    Assessment:  WIDA Writing Rubric |

****

**Garfield Public Schools**

**Remote Learning Lesson Plans**

**Grade 4th and 5th - ESL**

|  |
| --- |
| **April 30, 2020** |
| **OBJECTIVE:  Students identify ways people help each other?**  **SWBAT:**  **\*Use word structure to determine word meaning.** |
| **STANDARD(S):**  **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**  WIDA 1,2:   Social & Instructional Language, The Language of Language Arts |
| **TIME FRAME: 20 minutes** |
| **Activity Directions:**  Students write an autobiography about themselves or their favorite person.  Please include name, age, birthdate, birth place, languages spoken, favorite place, etc.  Please write 3 paragraphs: remember to use proper punctuation, spelling & capitalization.  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials: Google translate, Reach book    Assessment: WIDA Writing Rubric |

|  |
| --- |
| **May 1, 2020** |
| **OBJECTIVE:  Practice fluency skills**  \* u**se word structure to determine word meaning.**  **\*read fiction and or nonfiction and complete a reading response prompt.** |
| **STANDARD(S):**    **W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.**  **RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**  **RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**  **L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **RL: 5.1, 5.2**  **RF: 5.3, 5.4**  **W.5.9**    WIDA 2:  The Language of Language Arts |
| **TIME FRAME:  20 Minutes.** |
| **Activity Directions:  Students will read biography “Making A Difference”.**  **Please read pages 57-61.**  **Students will write & answer question:**  **How can your family help in your community?  Please**  **use some new vocabulary words: neighborhood, volunteer, individual,**  **Benefit & monitor in your paragraph.**  Write your answer in your notebook or send a Word document to your ESL teacher in TEAMS.  Learning Materials:  Google translate if needed.  Reach Level D- Volume 1  Assessment: WIDA Writing Rubric |

