

**Weekly Lesson Plan for Resource ELT**

Week of:	9/5/16	Teacher:	Ethridge	Subject: ELT	
Day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Concept</b>		Writers draft their personal narrative by crafting leads.	Writers draft their personal narrative by crafting leads.	Writers draft their personal narrative.	Writers draft their personal narrative.
<b>Student Action</b>		Writers <b>draft a lead</b> for their personal narrative (as defined in the plot diagram).	Writers <b>draft a lead</b> for their personal narrative (as defined in the plot diagram).	Writers learn how to <b>draft a whole story</b> as it comes to mind including snapshots.	Writers learn how to <b>draft a whole story</b> as it comes to mind including snapshots.
<b>Materials</b>		<a href="#">Plot diagram p.20 &amp; copy sample student action or setting leads Pg. 26</a>	<a href="#">Plot diagram p.20 &amp; copy sample student action or setting leads Pg. 26</a>	Materials from Tues.Wed and student sample of "the Catch"	Materials from Tues.Wed and student sample of "the Catch"
<b>I Do It (15 minutes) Connect &amp; Teach</b>	LABOR DAY	Review the plot diagram Explain that today they will be using their plot diagrams to continue the drafting process. Moving from prewrite into the drafting stage. taking events and creating a personal narrative focusing especially on the beginning of the narrative— <b>called the lead</b> . The lead in the story is so important because it grabs the reader's attention. Share examples	Review the plot diagram Explain that today they will be using their plot diagrams to continue the drafting process. Moving from prewrite into the drafting stage. taking events and creating a personal narrative focusing especially on the beginning of the narrative— <b>called the lead</b> . The lead in the story is so important because it grabs the reader's attention. Share examples	Review previous lesson products...Explain that today they will be using their plot diagrams to continue the drafting process. Refer back to the work done yesterday on leads and remind students that leads (introductions) are how we begin. Today we are focusing on continuing that story.	Review previous lesson products...Explain that today they will be using their plot diagrams to continue the drafting process. Refer back to the work done yesterday on leads and remind students that leads (introductions) are how we begin. Today we are focusing on continuing that story.
	NO SCHOOL	<b>Day 1 Connection</b> Explain to students that there are several ways to create leads. Authors use many different styles. In fifth grade, writers will be practicing crafting a lead in two ways-- either dialogue or character description.	<b>Day 2 TEACH</b> Explain to students that there are several ways to create leads. Authors use many different styles. In fifth grade, writers will be practicing crafting a lead in two ways-- either dialogue or character description.	Explain that you are going to be using a strategy called "The Magic Camera." Tell students that writers have a magic camera that they can point at the world and create snapshots that contain sensory details (smells, sounds, colors, light, etc).	Explain that you are going to be using a strategy called "The Magic Camera." Tell students that writers have a magic camera that they can point at the world and create snapshots that contain sensory details (smells, sounds, colors, light, etc).
		Collect leads to assess. Feel free to add additional lead examples from favorite classroom literature	Collect leads to assess. Feel free to add additional lead examples from favorite classroom literature	Use copy of personal narrative and point out the examples showing how the writer referred to the plot diagram.	Use copy of personal narrative and point out the examples showing how the writer referred to the plot diagram.
		Example: From "Lucy" A Dialogue Lead "Yes, Doug. I think you should come home to say good-bye...Okay, I'll talk to her...I know, she is going to be absolutely devastated. I will...you too...see you soon." My mother quietly hung up the phone.	Example: From "Lucy" A Dialogue Lead "Yes, Doug. I think you should come home to say good-bye...Okay, I'll talk to her...I know, she is going to be absolutely devastated. I will...you too...see you soon." My mother quietly hung up the phone.	Refer to the plot diagram for "Lucy" Using a copy of the personal narrative, point out the examples below and show students how the writer looked at the plot diagram and slowed down in spots where he could really remember the sensory details.	Refer to the plot diagram for "Lucy" Using a copy of the personal narrative, point out the examples below and show students how the writer looked at the plot diagram and slowed down in spots where he could really remember the sensory details.
		From "Lucy" A Character Description: Lead My mother was hunched over the kitchen counter with the phone in her hand. Her long, blond hair hung over her face but I could tell by the way she was rubbing her forehead that something was terribly wrong. I peeked at her face and noticed she had tears streaming down her face. Her voice was barely a whisper, "Yes Doug. I think you should come home to say good-bye..."	From "Lucy" A Character Description: Lead My mother was hunched over the kitchen counter with the phone in her hand. Her long, blond hair hung over her face but I could tell by the way she was rubbing her forehead that something was terribly wrong. I peeked at her face and noticed she had tears streaming down her face. Her voice was barely a whisper, "Yes Doug. I think you should come home to say good-bye..."	Example: Just then, Lucy glanced up at me with her sad brown eyes and her greying beard. Spread out on the floor she looked like a worn out old rug. I wanted to lie down and cuddle up with her. Lucy stood up, her tail was a wagging. Her brown eyes looked lively and sparkled with energy. Lucy held her head high, and her back end wiggled like she was learning to do the twist.	Example: Just then, Lucy glanced up at me with her sad brown eyes and her greying beard. Spread out on the floor she looked like a worn out old rug. I wanted to lie down and cuddle up with her. Lucy stood up, her tail was a wagging. Her brown eyes looked lively and sparkled with energy. Lucy held her head high, and her back end wiggled like she was learning to do the twist.
		Explain to students that leads can start from different points in a story. Refer them to the Plot Diagram and identify where the lead from "Lucy" begins (the beginning of the problem).	Explain to students that leads can start from different points in a story. Refer them to the Plot Diagram and identify where the lead from "Lucy" begins (the beginning of the problem).	She whined with nervous energy. I could hardly believe it was the same dog. She was almost as excited as I was.	She whined with nervous energy. I could hardly believe it was the same dog. She was almost as excited as I was.
	<b>We Do It (15 minutes) Active Engagement</b>	Using the class example (the one that was done on a plot diagram), have students talk about a dialogue lead. Use a sentence starter to frame this discussion. 1. I would start my lead from the _____ of the story. (example: setting, resolution, etc.) Craft a dialogue lead as a whole group.	Using the class example (the one that was done on a plot diagram), have students talk about a dialogue lead. Use a sentence starter to frame this discussion. 1. I would start my lead from the _____ of the story. (example: setting, resolution, etc.) Craft a dialogue lead as a whole group.	Students and teacher work as a group to examine the plot diagram from the class example. Teacher and students discuss one or two spots where the writer could slowdown and use the magic camera strategy. Work together to create snapshot based on the class example.	Students and teacher work as a group to examine the plot diagram from the class example. Teacher and students discuss one or two spots where the writer could slowdown and use the magic camera strategy. Work together to create snapshot based on the class example.
<b>Revisit Concept (3-5 minutes)</b>	Notice common errors students are making and teach to them	Notice common errors students are making and teach to them	Notice common errors students are making and teaching to them	Notice common errors students are making and teaching to them	
<b>You Do It (35 Minutes)</b>	Students draft a dialogue lead for their personal narrative. Students draft a character description lead for their personal narrative.	<b>(DAY 2) Link</b> Students draft a dialogue lead for their personal narrative. Students draft a character description lead for their personal narrative.	Review yesterday's lesson. Students draft snapshots and the body of their narratives. Teacher supports as needed.	Review yesterday's lesson. Students draft snapshots and the body of their narratives. Teacher supports as needed.	
<b>Closing (5-10 min)</b>	Review the day's teaching point; highlight students's work that is in line with focus for the day	Review the day's teaching point highlight students's work that is in line with focus for the day	Review the day's teaching point highlight students's work that is in line with focus for the day	Review the day's teaching point highlight students's work that is in line with focus for the day	
<b>Assessment Check Point</b>	Collect leads to assess how students are doing	Collect leads to assess how students are doing	Ask to see one snapshot in order to assess how students are doing.	Ask to see one snapshot in order to assess how students are doing.	