

## ELD 5-Day Lesson Planner

Component	Teacher Action	Day 1 – Talk about it	Day 2 – Talk about it	Day 3 – Read about it	Day 4 – Read about it	Day 5 – Write about it
<p><b>“Dispatch”</b> (Transition activity)</p>	<p>Students begin task independently.</p> <p>Task is known and at independent level.</p> <p>Train students in several activities. Then choose one for each day.</p>					
<p><b>Language Objective(s)</b></p> <p>Listen/Speak Read Write</p>	<p><b><u>Written on board and communicated to students.</u></b></p> <p>Use Think/ Pair/ Share and R.A.S.P. (respond all, some, person) to check for understanding.</p> <p>In planning out the week, list language objectives for 5 day lesson sequence; then choose the ones needed for each day’s lesson.</p>					
<p><b>Engagement</b> Preview/Hook or Review</p>	<p><b><u>Listening/Speaking</u></b> activity guided by the teacher with Think/ Pair/Share &amp; R.A.S.P.</p> <p>Often, these will be listening/speaking strategies and should “hook” students.</p>					

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<b>Direct Instruction with Guided Practice</b>	<p><b>Reading/Writing –</b> The teacher prepares the students to produce a product and to work more independently. Model the outcome and allow students to practice.</p> <p>Provide comprehensible input, vocabulary frontloading, specific skill sets, graphic organizers, sentence frames, etc.</p> <p>Instruction may be repeated for more than one day. Continue to use 10/2 and R.A.S.P., checking frequently for understanding.</p>					
<b>Guided Practice and release to Independent Practice</b>	<p><b>Writing -</b> Release those students who are ready to do partner, group or independent practice.</p> <p>Keep a group of students who still need teacher guidance. Release each one as they appear ready.</p>					
<b>Closure</b> (The bow on the package!)	<p>Check in with all students using equity sticks, exit slip, or thumbs-up/down.</p> <p>Revisit the language objective, looking for evidence of growth towards/mastery of the objective.</p>					

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