

**Sample Lesson Plan**  
**Week One**

**Theme: Meeting New Friends**

**Day One**

<p><b>Listening/ Speaking</b></p>	<p>Part I: Interacting in meaningful ways: Sharing information and ideas with others through meaningful conversation.  <b>Music: Hello Hello Hello.</b>  <b>Conversation Frame: Making New Friends</b>  <b>Vocabulary Introduction: Classroom Objects</b>  <b>Sentence Frame:</b>  <b>May I borrow your _____.</b>  <b>Yes, you may.</b>  <b>Partner practice with actual objects.</b></p>
<p><b>Reading</b></p>	<p>Part III: Using Foundational Skills: Phonemic awareness, print concepts, reading fluency.  <b>Read-a-long: Cat in the Hat book</b>  <b>Intro to short a sound (relate to read-a-long book)</b></p>
<p><b>Writing</b></p>	<p>Part II: Learning how English works. Describe/explain ideas. Using language to inform.  <b>Use journals to write questions about vocabulary.</b>  <b>Example: What is a pencil used for?</b>  <b>We use a pencil to___.</b></p>

**Day Two**

<p><b>Listening/ Speaking</b></p>	<p>Part I: Interacting in meaningful ways: Sharing information and ideas with others through meaningful conversation.  <b>Music: Hello Hello Hello</b>  <b>Conversation Frame: # 1</b>  <b>Vocabulary review: Continue classroom objects</b>  <b>Review sentences on classroom objects</b></p>
<p><b>Reading</b></p>	<p>Part III: Using Foundational Skills: Phonemic awareness, print concepts, reading fluency.  <b>Introduce chart story for short a.</b>  <b>Repeated reading with group.</b></p>
<p><b>Writing</b></p>	<p>Part II: Learning how English works. Describe/explain ideas. Using language to inform.  <b>Write chart story in journal.</b>  <b>Write sentences describing the cat in the chart story.</b>  <b>Inside/Outside Circle-Each student describes the cat to a partner.</b></p>

## Day Three

<p><b>Listening/ Speaking</b></p>	<p>Part I: Interacting in meaningful ways: Sharing information and ideas with others through meaningful conversation.  <b>Music: Hello Hello Hello.</b>  <b>Conversation Frame: # 2 (Add one question for conversation)</b>  <b>Vocabulary review with sentence frame:</b>  <b>What is a _____ used for?</b>  <b>A _____ is used to _____.</b></p>
<p><b>Reading</b></p>	<p>Part III: Using Foundational Skills: Phonemic awareness, print concepts, reading fluency.  <b>Review “apple” words.</b>  <b>Find “apple” words in chart story.</b></p>
<p><b>Writing</b></p>	<p>Part II: Learning how English works. Describe/explain ideas. Using language to inform.  <b>Write sentences with _____ words.</b>  <b>Review _____ story.</b>  <b>On white boards: Use sentence from for functions of classroom objects.</b>  <b>What is he (or she) doing?</b>  <b>He is _____ with a _____.</b>  <b>Have the student illustrate sentence/</b>  <b>Specify he or she.</b></p>

## Day Four

<p><b>Listening/ Speaking</b></p>	<p>Part I: Interacting in meaningful ways: Sharing information and ideas with others through meaningful conversation.  <b>Music: Hello Hello Hello`</b>  <b>Conversation Frame: # 1 (extended)</b></p>
<p><b>Reading</b></p>	<p>Part III: Using Foundational Skills: Phonemic awareness, print concepts, reading fluency.  <b>Review chart story for short a.</b>  <b>Use chart story for sentence puzzles.</b>  <b>Do sentence puzzles with class.</b></p>
<p><b>Writing</b></p>	<p>Part II: Learning how English works. Describe/explain ideas. Using language to inform.  <b>Review read-a-long story.</b>  <b>Have the students write a timeline of the story together in their learning journals.</b></p>