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| **Essential Literacy Strategy:** Date:  Day 1: | | | | |
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| Standard/s): | | Day 1 SLO | Formative Assessment(s) to capture both essential literacy strategy AND daily SLO:  Summative Assessment | |
| Materials   * Language Support for ELS (2) * Language Support for vocabulary (2) * Language Support for discourse (2) | | | | |
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|  | **Teacher** | | | **Students** |
| Engage | * How will you greet students? (6) * How will you introduce the essential literacy strategy (1)? * How will you explain how today’s SLO relates to yesterday’s SLO (1)? * How will you relate the ELS to students’ personal assets (3/7)? * How will you relate the ELS to students’ prior knowledge (3/7) | | | * Assess what students already know about the ELS |
| Modeling/Think Aloud (I) | * How will you model the essential literacy strategy using a language support (2/9)? * What language support will you use? | | | * Students will watch while I model… |
| Guided Practice (We) | * How will you encourage students (6) * How will you commend students (6) * How will you ask open-ended questions? (8) * How will you build on students’ responses? (8) | | | * Students use language supports to build vocab, discourse (4) |
| Independent Practice (You) | * Explain how students will practice the ELS? * How will you relate the ELS to students’ personal assets (3/7)? * How will you relate the ELS to students’ prior knowledge (3/7) | | | * Students will independently work on an assessment aligned to the ELS (5)… |
| Share | How will you close your lesson? | | | * Students will raise their hands and share responses. |