



# DAILY SCHEDULE

Level

:Int Intermediate

Function(s): Discuss time using clocks and schedule

Grade(s): 5

## WEEKLY PLANNER

		Day One	Day Two	Day Three	Day Four	Day Five
<b>Daily Objective</b> <i>Students will be able to use <u>   </u> (topic vocabulary or pattern) <u>   </u> in order to <u>   </u> (language use) <u>   </u>.</i>		Students will be able to use <u>time words</u> in order to <u>answer questions about everyday activities</u> .	Students will be able to use <u>adverbs without -ly</u> in order to <u>answer questions about past actions</u> .	Students will be able to use <u>adverb phrases (during, while)</u> in order to <u>discuss routine activities</u> .	Students will be able to use <u>the conditional form</u> in order to <u>tell what they will be doing</u> .	Student partners will be able to use <u>vocabulary and forms from the week</u> in order to <u>discuss time using clocks and schedule</u> .
	<b>Daily Focus</b> 1. Vocabulary 2. Language Patterns 3. Taking it to Application		<input type="checkbox"/> X1 <input type="checkbox"/> X2 <input type="checkbox"/> 3	<input type="checkbox"/> X1 <input type="checkbox"/> X2 <input type="checkbox"/> 3	<input type="checkbox"/> X1 <input type="checkbox"/> X2 <input type="checkbox"/> 3	<input type="checkbox"/> X1 <input type="checkbox"/> X2 <input type="checkbox"/> 3
<b>Language Patterns "Mortar"</b> See ELD Matrix and Tab 3 Function Tools	<b>Grammatical Forms</b> to help determine the "mortar" patterns	Questions with what, when, do	Past tense	During, while, adverb phrases	Conditional form	From days 1-4
	<b>Patterns for Prompts</b>	Excuse me. Do you know what time it is? Do you know when our appointment is? When do we <u>eat snack</u> ?	What were you doing yesterday at <u>1:00 in the afternoon</u> ? What were you doing at <u>7:30 last night</u> ? What were you doing at <u>8:00 this morning</u> ?	What did you do <b>during</b> recess ( <b>while</b> at school)? How late did you sleep on Saturdays?	If it is <u>time</u> , what will you be doing? What are you doing if it is <u>time</u> ?	Use frames from days 1-4 to answer questions about a class created schedule for a School day.
	<b>Patterns for Responses</b>	Yes, it is 3:00. Sorry, I don't have a watch. Yes, it's at <u>time</u> . We <u>activity</u> at <u>time</u> .	I was <u>activity</u> yesterday at 1:00 in the afternoon. I was <u>activity</u> at 7:30 last night. I was <u>activity</u> at 8:00 this morning.	I <u>   </u> <u>during/while</u> <u>   </u> .  I <u>played</u> <u>   </u> <b>during</b> recess. <b>While</b> I'm at school I <u>   </u> . I <u>   </u> <b>while</b> I am at school.	If it is <u>time</u> , I will be <u>activity</u> during <u>   </u> . I will be <u>activity</u> during <u>   </u> , if it is <u>time</u> .	Use frames from days 1-4 to answer questions about a class created schedule for a school day.
<b>Topic Specific Vocabulary</b> "Bricks" (1.26-1.28)	O'clock, hour, minute, Activities: recess, lunch, practice basketball, homework, sleep	A.M., P.M. midnight, noon, afternoon, morning, evening, activities from Day 1	early, late, before, after, during, while, for, activities from Day 1	Idioms: give me a minute, in a second Plus previous days' vocabulary	From previous days.	
<b>Structured Language Practice</b> (Tab 4) <ul style="list-style-type: none"> <li>How will students produce language - at least 50% of lesson?</li> <li>How will you gather evidence of student learning?</li> </ul>	Sentence frames with movable index cards to change the times. Group game.	Sentence frames with movable index cards to change the times and activities. Lines of communication.	Sentence frames with movable index cards to change the times and activities. Lines of communication.	Sentence frames with movable index cards to change the times and activities. Group game.	Sentence frames with movable index cards to change the months, days, and activities.	
<b>Materials</b> Plus, Routines for Teaching and Practicing (Tab 4)	Chart paper, pens, index cards, painters' tape, analog clock with movable hands	Chart paper, pens, index cards, painters' tape, analog clock with movable hands,	Chart paper, pens, index cards, painters' tape, analog clock with movable hands,	Chart paper, pens, index cards, painters' tape, analog clock with movable hands	Chart paper, pens, index cards, painters' tape, planner, appt. book	

	Opening: Bring to Life & State Objective	I Do It Model New Language	I/We Do It Model and Monitor Practice	You Do It: Structured Independent Practice	Wrap-Up & Reflection
	3 -6 minutes	5 -7 minutes	8-12 minutes	10 – 15 minutes	3 - 5 minutes
<b>Day One</b>	Show students a large analog clock. Show minute and hour hands.	Elicit and teach daily routine activities.  Model questions and responses by reading the sentence frame charts aloud. Explain as necessary.	Students chant frames with teacher. My turn, your turn using sentence frames using an A:A, B:B format.	Table Partner Practice In groups of four, using sentence frame prompts will practice questions and responses.	Using fair sticks have partners share out question and responses off of the chart with sentence frames.
<b>Day Two</b>	Review activities and frames from day 1.  Show students pictures of four different activities from the Carousel Kit1 (school lunch, recess, getting ready in the AM, classroom) Say “At 7:00 in the morning I was getting ready for school”. Repeat with other pictures.	Teach past tense verbs for activities.  Model new prompts and responses.  Review previous days’ sentence frames. Explain that many of us do similar activities at similar times of the day. For example “At <u>10:00 P.M.</u> , I was <u>sleeping.</u> ” Or “At <u>8:00</u> in the morning, I was <u>at school.</u> ” Go over the sentence prompts for today’s lesson.	Use choral response strategy. My turn, your turn using sentence frames using an A:A, B:B format. Change times and activities using a bank of pre-made index cards and painters tape to give a variety of questions and responses, and provide many opportunities to practice the sentence structure.	Lines of Communication Students will each have index cards with a prompt for a questions and a prompt for a response.	Randomly choose partners in the “Lines of Communication” line to share out their question and responses. As many as time will allow!
<b>Day Three</b>	Review previous days’ sentence frames. Choose four different activity picture cards from	Using past tense activities teach <b>during / while</b> and the new sentence frames.  Review previous days’ sentence frames and activities	My turn, your turn using sentence frames using an A:A, B:B format. Change times and activities using a bank of pre-made index cards listing times and activities, and painters tape	Lines of Communication Students will each have index cards with a prompt for a questions and a prompt for a response, as on Day 2.	Partners in the “Lines of Communication” line to share out their question and responses. Ensure

	<p>Carousel Kit 1, and ask “What time do you think it might be?”</p>	<p>vocabulary. Explain that many of us do activities at the same time as something else is going on. For example “I <u>ate snack during recess.</u>” “I <u>read my book while I waited for my turn.</u>”</p> <p>Go over the sentence prompts for today’s lesson. Use choral response strategy.</p>	<p>to give a variety of questions and responses, and provide many opportunities to practice the sentence structure.</p>		<p>that those who did not share yesterday do today. As many as time will allow!</p>
<p>Day Four</p>	<p>Review pictures of different activities from the Carousel Kit1 used in the previous days. Say “If it is 7:00 in the morning, what am I doing?” Model answer “If it is 7:00 in the morning, I am getting ready for school”. Repeat with other pictures.</p>	<p>Review previous days’ sentence frames. Review that many of us do similar activities at similar times of the day. Use question frame “What will you be doing if it is <u>time</u>?”</p> <p>Practice frames using “If it is <u>time</u>, I will be <u>activity</u>”</p> <p>example “If it is <u>6:00 P.M.</u>, I will be <u>doing homework.</u>” Or “If it is <u>8:00 in the morning</u>, I will <u>be at school.</u>”</p> <p>Use choral response strategy.</p>	<p>After echo response practice of the frames, have the students practice the frames with their shoulder partner. Have bank of times and activities from the previous day available for students to reference. Each student should practice question and responses at least five times with their partner.</p>	<p>Card game in groups of four. Stack of about 40 cards. Pairs will follow this pattern: sentence (It is 3:00. and clock picture) match with action sentence (If it is 3:00, I will be doing homework.)</p>	<p>Using fair sticks have partners share out picture and responses from the card game.</p>
<p>Day Five</p>	<p>There are many other words that can give us clues about time that we have not used yet... can anyone give me a guess?</p>	<p>Have samples of planners, schedules, appointment books. Use an outline of a schedule to create a schedule for a typical school day. Using previous days’ sentence frames, use echo response to ask and answer questions about the activities and the time that they occur.</p>	<p>As day before: After echo response practice of the frames, have the students practice the frames with their shoulder partner. Have bank of activities and events from the previous days available for students to reference.</p>	<p>Think, pair share, pair write a schedule of a day’s events giving specific times.</p>	<p>Have partners orally share their schedules with two other table pairs.</p>



# ONGOING ASSESSMENT OF LANGUAGE PRACTICE

*Directions: List target grammatical form(s) below. As you monitor target language practice, note whether student is:*

Unable to produce language = 0      Able to produce language using scaffolds = -      Able to produce language independently = I

Teacher: <u>A. Vasquez</u>													
Language Function: <u>Discuss time using clocks and calendars</u>	Asks "What time is it?"	Do you know what time it is?"	It is ___ o'clock.	"I'm sorry. I don't have a watch"	I was ___ at ___ o'clock.	Adverb phrases, during, while	Conditional form: if it is ___ I will be ___.						
ELD Level(s): <u>Intermediate</u>													
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