

Day 1

The purpose of MELD is reviewed. Students Think-Pair-Share in order to discuss the purposes of MELD. After students talk with their partner, Roll 'Em is used to share out with the whole group. **(DP, PP, CCLE)**

Grammar/Vocabulary:

Adjectives are introduced to students via an anchor chart similar to the one below.



Source: <http://www.missashleysresourceroom.blogspot.com>

“Numbered Heads Together” is used to add adjectives to the chart. Adjectives are placed in the appropriate categories. (color, size, how something sounds, etc.) In small groups, students create a similar chart to keep in their writing journals using Round Robin Brainstorming. **(DP, CCLE)**

Reading

The class reviews the story structure of Mr. Putter and Tabby Pour the Tea, making sure to review setting, characters, and plot. The class generated story map is reviewed to provide assistance. Students are asked to Give A Shout Out to name the main character of the story. **(AGO, PP)**

Day 1 continued on next page

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Mainstream English Language Development
(MELD)

Unit: 1 Week: 2

Selection: Mr. Putter and Tabby Pour the Tea

Day 1 Continued

The class works together to create a graphic organizer describing Mr. Putter making sure to cite evidence from the text.

- Students are given a handout listing various character traits. Groups work together to select an adjective that best describes Mr. Putter. “Numbered Heads Together” is used. Answers are recorded on a Bubble Map. **(PP, AGO, IC, CCLE)**

Writing

Students choose a friend or family member to describe. Students use Think Pair Share to explain why they chose that friend or family member. **(IC)**

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Mainstream English Language Development
(MELD)

Unit: 1 Week: 2

Selection: Mr. Putter and Tabby Pour the Tea

Day 2

Responsive Academic Vocabulary/Personal Thesaurus:

The class reviews the adjective chart created on Day 1. As the teacher points to each adjective on the chart, the students “Give A Shout Out” to read each word. After each word is read, students “Raise a Righteous Hand” in order to let the teacher know if the word needs a tier 2 synonym. Words in need of a synonym have a box placed around them. Students are told those words will be used to create additional entries in The Personal Thesaurus. During workshop, students work to find **only** synonyms for the boxed words using a vocabulary word square. **(PP, ALD)**

Vocabulary Word _____	Antonyms _____ _____ _____
Synonyms _____ _____ _____	Draw a Picture

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Mainstream English Language Development
(MELD)

Unit: 1 Week: 2

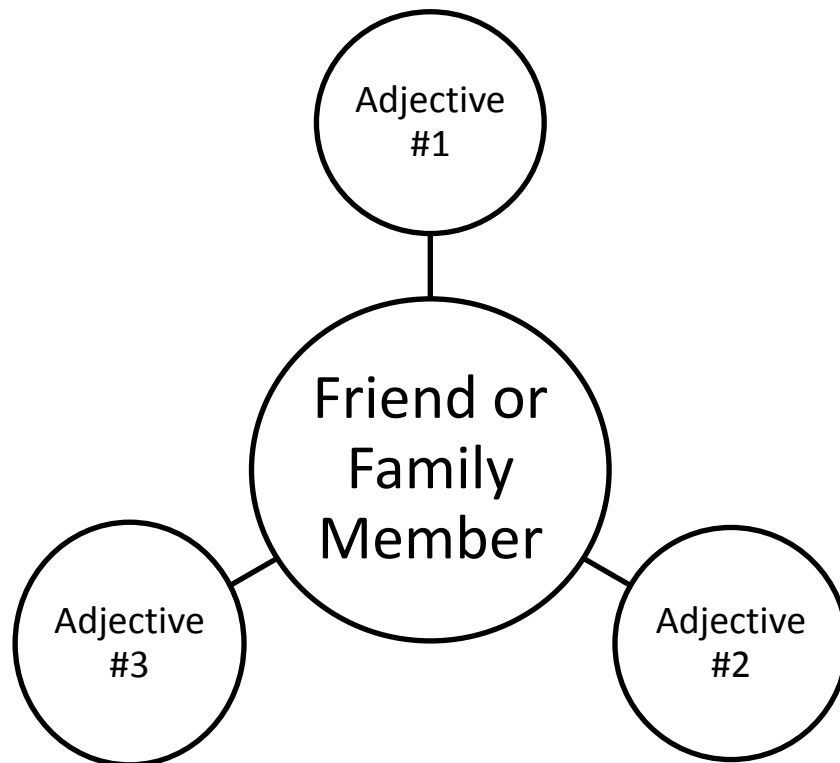
Selection: Mr. Putter and Tabby Pour the Tea

Day 2 (Continued)

Writing

Students “Whip Around” to share the name of the person they are going to write about. Students use adjectives from a character trait handout to select three words to describe the person selected. Those adjectives are used to create a bubble map describing the friend or family member.

(AGO, MCC)



AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Day 3

Responsive Academic Vocabulary/Personal Thesaurus:

The class works to add entries to the Classroom Thesaurus. The adjective chart created on from Day 1 of the MELD lesson plan is revisited. The teacher selects two tier one words upon which to focus. Entries for the words are generated for the Classroom Thesaurus as students share synonyms recorded on the vocabulary word squares during workshop on Day 2. “Pick a Stick” is used to provide students with an opportunity to share their synonyms. **(ALD, PP)**

Students are then challenged to produce an antonym for the words added to the Classroom Thesaurus. Groups work to complete this task by using “Numbered Heads Together.” The groups share their answers with the class by using “Roll ‘Em””. The antonyms are recorded on the classroom thesaurus. At workshop, students are given the opportunity to record the antonyms on their word square and add new entries in their Personal Thesaurus. **(ALD, IC, DD, PP, CCLE)**

Writing and Grammar Skills

Using the words from the bubble map created on Day 2 that describes Mr. Putter, students work with the teacher to generate a sample descriptive paragraph using a communication guide and sentence stems. “Pick a Stick” is used to select students as the class works together to create a paragraph about Mr. Putter **(PP, IC, AGO)**

Based on the sample descriptive paragraph, students write the first draft of their paragraph describing their friend or family member. Students refer to the bubble map they created on Day 2 as they write. As students complete their draft, the “Moment of Silence” protocol is used. **(PP, CCL, AGO)**

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Mainstream English Language Development
(MELD)

Unit: 1 Week: 2

Selection: Mr. Putter and Tabby Pour the Tea

Day 4	<p><u>Responsive Academic Vocabulary</u></p> <p>Students work in table groups to complete vocabulary four squares for words selected from the previously taught lesson using the <i>California Treasures</i> Oral Vocabulary Cards. The two words selected are “agree” and “appreciate.” The words are reviewed in context and synonyms are generated. Students share their completed squares using “Give One, Get One”. (ALD, DP, AGO, CCLE, IC)</p> <p><u>Writing/Grammar Skills:</u></p> <p>The teacher reviews the criteria for a model descriptive paragraph. Students work with their peers to obtain feedback and revise their writing. While using “Give One, Get One” students provide one suggestion that will improve their partner’s writing. Students work during a “Moment of Silence” to independently make revisions to their writing based on their peer’s comments and the criteria for a descriptive paragraph. (DP, IC, PP)</p>
--------------	---

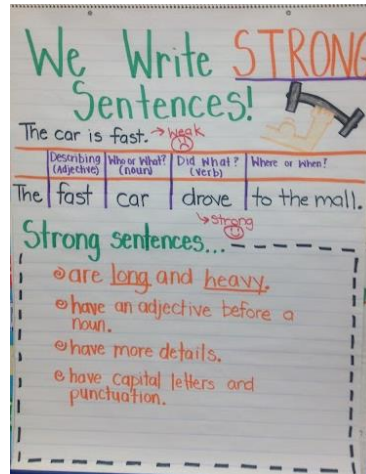
AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**

Day 5

Academic Vocabulary Development

Students review vocabulary squares from the previous day. Each student displays a vocabulary square on their desk. Work is shared as the class takes a "gallery walk." Students review how to create detailed sentences. The students use an anchor chart similar to the one below to extend their sentences.



Source: <http://thegoodlife-lindsay.blogspot.ca/2012/03/were-losing-our-teeth.html>

Students are challenged to use adjectives to write elaborate sentences for each word. The Students work during a "Moment of Silence" to write sentences for "agree" and "appreciate" as they refer to the vocabulary squares created on Day 4. Students use "Put Your Two Cents In" to share sentences with their groups. **(DP, PP, ALD, AGO)**

Writing

Students work to revise drafts of their descriptive paragraphs. Students make a "Silent Appointment." Partners work collaboratively to...

- ...identify tier one words and replace them with words from their personal thesaurus.
- ...include adjectives. They underline each adjective with an orange crayon
- ...add at least one more relevant sentence.

(DP, CCLE, ALD)

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Mainstream English Language Development
(MELD)

Unit: 1 Week: 2

Selection: Mr. Putter and Tabby Pour the Tea

AEMP Access Strategies: Academic Language Development (**ALD**), Advanced Graphic Organizers (**AGO**), Communal Cooperative Learning Environments (**CCLE**), Contrastive Analysis (**CA**), Instructional Conversations (**IC**), and Making Cultural Connections (**MCC**)

Culturally Responsive Protocols: Discussion Protocol (**DP**) and Participation Protocol (**PP**)