



**Day 1**

**Contrastive Analysis:**

1. Review the purpose of MELD.
2. Ask students what languages are spoken in their community. Students use the “Think-Pair-Share” discussion protocol to share their answers with their partner. (MCC, CCLE, CA)
3. Next, the class comes together to share answers as a group. A circle map is used to record student responses. (AGO)
4. Ask students to review the languages they hear while in the community or at home. Students are asked to remember sentences they may have heard spoken in those languages. Record those sentences on sentence strips and place them in a pocket chart. (MCC, CA)
5. For homework, ask student to write down additional sentences so they can be added to the pocket chart over the next few days. (MCC, CA)

**Personal Thesaurus:**

1. Review the story, “What Goat Learned” Using the *California Treasures* Oral Vocabulary Cards. Ask students, “Which character from, ‘What Goat Learned’ was **eager**?” Using “Numbered Heads Together” (DP) ask students to provide an example from the selection to support their answer. Next, students “Raise a Righteous Hand” (PP) to share an example with the entire group. (CCLE)

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2. Use a “Classroom Thesaurus”. Write the word “eager” on one of the lines below a blank solid box. Revisit the Vocabulary Routine in the *California Treasures* Teacher’s Edition focusing on eliciting student examples for the word “eager”. (ALD)
3. Ask students if they can think of a synonym for “eager”. (“Excited” is one of the vocabulary words from the week’s word study. Write the word “excited” in the solid box above “eager”. Ask students to “Give a Shout Out” to share additional synonyms for excited/eager, which will be added to the Classroom Thesaurus. (PP, ALD)
4. Students answer the following question, “What are you excited to do?” Use the “Pick-a-Stick” protocol to select various students to answer the question using a sentence stem. Then, have students use a synonym from the class-generated list to replace the word “excited”. (PP, ALD)
5. Students are given sentence strips and work in groups to create sentences using synonyms for “excited”.
6. Use “Roll ‘Em” to select a representative from each group share who will share the sentence with the class. (PP)
7. Post group sentences in the classroom. Tell students they will have an opportunity during the week to use the newly learned vocabulary. Students add an entry for “excited” to their Personal Thesaurus. They will use The Personal Thesaurus as a resource when revising their writing. (ALD, AGO)

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**Day 2**

**Contrastive Analysis:**

1. Ask students to share sentences heard in community languages so they can be added to the pocket chart from the day before. (MCC, CA)
2. Tell students that we communicate our thoughts through not only what we say, but also communicate through writing. During MELD, they will practice their reading, writing, and speaking skills.

**Writer’s Workshop:** *Students work on generating ideas for their writing by looking at small moments in mentor texts. Students will write about a time they were excited about something.*

**CONNECTION:**

1. Students are reminded about her materials and routines for writer's workshop and practice using writing center materials.

**TEACHING:**

1. Students are told they will focus on writing stories about important personal experiences just like the authors of many books they have read.
2. The teacher introduces students to the mentor text, *The Leaving Morning* by Angela Johnson. Only the first page is read, drawing attention to how the author uses descriptive language to bring the writing to life.

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3. Students use “Put Your Two Cents In” to brainstorm how authors come up with stories that matter. Using “Roll ‘Em” groups share answers with the rest of the class. (CCLE, DP, PP)

ACTIVE ENGAGEMENT:

1. Share your “Tiny Notepad” of writing ideas with the class. During that time, share the process you used\ to generate the writing ideas listed in your notepad.
2. Students are given the task of coming up with a small moment in their life when they were excited.
3. Students set a “Silent Appointment” with another classmate and share their “small moment” (This protocol may need to be modeled if it has not been previously taught. (DP)
4. Ask students to think about the way Angela Johnson began *The Leaving Morning*. Students orally share the beginning of their story with a partner. They begin the story in a way that illustrates the importance of the exciting moment. (CCLE, DP)
5. Get students’ attention by using an attention getting signal similar to the example below from *Culturally and Linguistically Responsive Teaching and Learning* (Sharroky Hollie, 2012)
  - Teacher: “Ah-go” (pay attention); Students: “Ah-may” (we are listening)

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LINK:

1. Students are charged with the task of beginning their writing. Another attention getting signal is used to let students know it is time to go back to their seats and begin work. Another attention getting signal that integrates movement can be used. It can be repeated a predetermined number of times so students know they must get to their seats by the time the signal/chant is completed. (MCC)
  - Teacher: “*When I Move, You Move*”; Students: “*Just like that.*”(5 times)  
(Sharroky Hollie, 2012)
2. While students are moving make sure to draw attention to students who are following directions. Describe, in detail, precisely what students are doing correctly.
3. When students arrive at their seats, the procedures used during Silent Writing are reviewed. Students work quietly to write the beginning of their stories.
4. Introduce writing folders to the class. Students store their writing in the pocket of the folder that determines if they are finished with their writing or if their writing is still in progress. Students place the day’s work in their folders.

*\*Adapted from (Hartman & Mooney, 2013)*

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**Day 3**

**Writer’s Workshop:**

SHARE: Share selected student writing samples from the previous day’s writer’s workshop.

1. Share anchor charts that illustrate the process used to create a piece of writing, as well as, another anchor chart that lists and gives examples of types of leads writers use.
2. Select specific student work from the previous day to share with the class. Read the writing samples aloud.
3. Students refer to the anchor charts to provide meaningful feedback to their peers. (CCLE, IC)
4. Students return to their seats to revise their writing, making sure their stories have a powerful beginning.

*\*Adapted from (Hartman & Mooney, 2013)*

Peer Revising: Using “My Turn, Your Turn” students share their writing with a partner. After hearing their partner’s writing students try to guess which strategy was used to bring the story to life. (IC, DP)

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**Contrastive Analysis/Writer’s Workshop:**

“Lesson 1: Informal and Formal Patterns” from *California Treasures Grammar and Writing Intervention* will be **adapted and modified** through a **culturally and linguistically responsive lens** to **celebrate** and **affirm** the cultural capital students bring to the classroom.

1. Share an anecdote with students where you have switched from Home Language to Standard English. This should be an example that demonstrates an awareness of situational appropriateness. For example, during a phone conversation where you were talking to a friend, then received a call from your employer. (CA)
2. Write the social contexts provided in the lesson (playground, school, etc.) on index cards. Make a tree map labeled “Home Language” and “Standard English”. Use “Give a Shout Out” to decide where each card should be placed. (PP, AGO, CA)
3. Students work with an elbow partner to complete a modified version of Practice Reproducible GW1 and place it in their MELD Journal. (CA, CCLE)

Conferring and Small-Group Work: The teacher meets with students to provide assistance and feedback regarding their writing while students cooperative work to complete the Grammar and Writing Intervention lesson.

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**Day 4**

**Contrastive Analysis:**

1. Teacher reads *Don't Say Ain't* by Irene Smalls. (MCC, CA)
2. Table groups use “Round Robin Brainstorming” to create a double bubble map listing places where people speak home language and places where people speak Standard English. Groups present their work to the entire class. The teacher posts the various posters in the classroom. Presenters are chosen using “Roll ‘Em” (PP, CCLE, AGO)
3. Students create a quick write in their MELD journals. “Write about situations where you speak Home Language and other times when you have used Standard English.” Students can add illustrations to their quick write as you meet with various students for writing conferences. (MCC, CA)

**Writer’s Workshop:**

**PERSONAL THESAURUS:**

1. Review The teacher will pre-select a student writing sample for sentence lifting where the word “excited” is used repeatedly.
2. Display writing on overhead/document camera. Point out that using the same word over and over makes writing boring.
3. Every time the word “excited” is used, draw a box around the word. (This helps students make a connection to the solid box from the personal thesaurus.)

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|  | <ol style="list-style-type: none"><li>4. Teacher refers to the classroom thesaurus and asks students to use the new words they learned to replace the word “excited”.</li><li>5. Students use “My Turn, Your Turn” to look for the word “excited” in a partner’s writing, making sure to draw a box around it each time it is spotted. (CCLE)</li><li>6. Students use their Personal Thesaurus to select synonyms to replace the word “excited” in their writing. (ALD)</li></ol> |
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**Day 5**

**Responsive Academic Literacy:** *Review of Story Structure While Reading Culturally Relevant Literature*

1. Refer to page 7 of California Treasures ELD Guide's marginalia to review the following literary terms:
  - story structure
  - character
  - setting
  - plot
2. Use “Pick-a-Stick” to have students explain and give an example of each term. (IC, PP)
3. Read the all of The Leaving Morning to students. As the story is read, the class works together to complete the graphic organizer from page 255 of California Treasures Teacher Resource Book. (AGO)
4. Making “Silent Appointment”, students work together to retell The Leaving Morning. (CCLE, DP)

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References and Resources

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- Smalls, I. (2004). *Don't Say Ain't*. Waterstown, MA: Charlesbridge.

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