

Glynn County Lesson Plan for ESOL

Teachers : Sheryl Caudle	
Course/ Subject: 1st Grade Lexia 1:30-2:15	
Week of Instruction: May 3 – May 7, 2021	
Groups: Caudle – Sairy, Sophia, Ana, Sebastian, Brayon	
<p>Opening (I Do)</p> <p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p>Standards:</p> <p>ELAGSEKRF3: Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sounds for each consonant.</p> <p>ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onset and rimes of single syllable spoken words</p> <p>ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood</p>
<p>WIDA Standards: Standard 2: The Language of Language Arts</p> <p>English language learners communicate (listening, speaking, reading, writing) information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>*concept about print *comprehension strategies *fluency strategies *convention and mechanics *figurative language *explicit/inferential information *story elements and genres *dramatic performances</p>	
<p>Learning Target:</p> <ul style="list-style-type: none"> • <u>Monday</u> – I will be able to recognize ending sounds in words/pictures. • <u>Tuesday</u> – I will be able to identify and isolate beginning sounds and letters in content vocabulary words. • <u>Wednesday</u> – I will be able to identify what is the same or common among pictures. • <u>Thursday</u> - I will be able to sequence parts of a story. • <u>Friday</u> – I will be able to recognize the short sound of vowels in pictures. 	
<p>Success Criteria: I am successful when....</p> <ul style="list-style-type: none"> • <u>Monday</u> – I can recognize ending sounds in words/pictures. • <u>Tuesday</u> - I can isolate the beginning sound in words using pictures as support. • <u>Wednesday</u> – I can identify common attributes in pictures. • <u>Thursday</u> - I can put pictures of a story in the correct order. • <u>Friday</u> - I can match the beginning vowel sounds to the correct picture. 	

Lexia

Skill Builders/Redeliver Lessons Level 4 – Final/Ending Sounds (Mon), Beginning Sounds & Letters (Tues), Combining Adjectives (Wed), Sequencing 1 (Thurs), Vowel Sounds (Fri)

Introduction/Connection:

Monday: <https://drive.google.com/file/d/1ECsa5Dt-Pao8LCAEMvY2X6mEsSI7Sem1/view?usp=sharing>

Tuesday:

<https://drive.google.com/file/d/18XtV6sQnuGtVupNvZ3sMSi9hfKfAoMrx/view?usp=sharing>

Wednesday: <https://drive.google.com/file/d/1as-pEp3oxb4qYGWtgChckr-KEG4dYz7B/view?usp=sharing>

Thursday:

<https://drive.google.com/file/d/1zF4vowLVOxWMwwZF8XQzR52pz20U7ODv/view?usp=sharing>

Friday:

- A - <https://drive.google.com/file/d/1uLnKRWML5mkttxmtoeznMJtillRpEDY/view?usp=sharing>
- E - <https://drive.google.com/file/d/12bjbRTYsXRdnclYFCrqJH8c9sNPl11m1/view?usp=sharing>
- I - https://drive.google.com/file/d/1GnW2cpXgU9jJS_b44J2i3OlcDOz4kcUf/view?usp=sharing
- O - <https://drive.google.com/file/d/1bMMst1mjluJyYb5szLjDyGQ-BbNzxe4-/view?usp=sharing>
- U - <https://drive.google.com/file/d/1eAN62wxP5W934Xlg16bakrMDTxIViaNt/view?usp=sharing>

Direct Instruction:

Students will complete LEXIA skill builders that review skills previously taught in small group or one on one.

Students who are not completing "skill builders" will complete differentiated practice on the LEXIA COMPUTER PROGRAM.

Monday: Say 3 words (frog, dog, cat). Have students listen to the ending/final sound in each word and discuss the two that are the same and the one that is different. Write each word using sound boxes to show the letter/sound at the end of the word.

Tuesday: Discuss beginning sounds with students. Review consonant sound chart to review each consonant letter sound. Show how you can choose the beginning sound and then practice writing it in the word.

Wednesday: Discuss with students that sometimes we use words that mean the same thing. (Cold, freezing, frozen, chilly, icy, wintry, crisp, glacial). Sometimes when we look at a picture, we have to pay attention to some of the details in order to understand what we are reading, listening to, writing, or talking about. These are called adjectives. They describe people, places, things or animals.

Thursday: Tell a story about two cats. Show 3 pictures from the story. Show how to put the pictures in the order that the story was told.

Friday: Using the alphabet linking chart, show all the letters of the alphabet. Discuss that most are consonants but 5 are called vowels. Review the name and sound of each letter.

Lexia

[Skill Builders/Redeliver Lessons Level 4 – Final/Ending Sounds \(Mon\)](#), [Beginning Sounds & Letters \(Tues\)](#), [Combining Adjectives \(Wed\)](#), [Sequencing 1 \(Thurs\)](#), [Vowel Sounds \(Fri\)](#)

<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE:</p> <p><u>Monday:</u> Work together with students to discuss a guide picture, listen to the ending sound. Look and name the choice of 6 other pictures. Listen for the ending sounds of each picture and show how to circle the pictures that have the same ending sound as the guide picture.</p> <p><u>Tuesday:</u> Work together to name pictures and discuss the beginning sound. Show students how to circle the correct beginning sound and then complete the word that names the picture by writing the letter that makes the beginning sound.</p> <p><u>Wednesday:</u> Work together with students to look at pictures and discuss other pictures that are similar or have things in common. Use objects so they can see the commonalities and differences.</p> <p><u>Thursday:</u> Tell a short story to students. Work together showing how to put the story in the correct order so that it makes sense to the reader.</p> <p><u>Friday:</u> Work with the students on short vowel sounds by reviewing the Alphabet Linking Chart that shows the short vowel sounds of the 5 common vowels.</p> <p>INDEPENDENT APPLICATION:</p> <p><u>Monday:</u> Students will practice ending sounds of words by working in the Lexia Skill Builders 4 workbook.</p> <p><u>Tuesday:</u> Students will practice consonant sounds by working in the Lexia Skill Builders 4 workbook.</p> <p><u>Wednesday:</u> Students will work on pages 3 and 4 in the Skill Builder Practice pages by matching common items that match the guiding sentence (teacher will need to tell students the name of some of the pictures). Students will work in the Lexia Skill Builders 4 workbook.</p> <p><u>Thursday:</u> Students will practice sequencing short stories by working in the Lexia Skill Builders 4 workbook.</p> <p><u>Friday:</u> Students will practice short vowel sounds by working in the Lexia Skill Builders 4 workbook.</p>
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p>Wrap Up:</p> <p><u>Monday:</u> <u>Discussion Question</u> – What is the ending sound in <i>gum</i>?</p> <p><u>Tuesday:</u> <u>Discussion Question</u> – What letter would you write first if you wanted to write the word <i>hill</i>?</p> <p><u>Wednesday:</u> <u>Discussion Question</u> - Tell me something that is <i>round</i> and <i>hot</i>?</p> <p><u>Thursday:</u> <u>Discussion Question</u> - How do I know what happens first in a story?</p> <p><u>Friday:</u> <u>Discussion Question</u> - What vowel is at the beginning of the word, <i>egg</i>?</p>



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