



Glynn County Lesson Plan for ESOL

Teachers : Jennifer Brock, Sheryl Caudle, Sally Warren	
Course/ Subject: 2 nd Grade LexiaCore5 8:00-8:45am	
Week of Instruction: March 8 to March 12, 2021	
Groups: Caudle--Keyla, Angela, Hilber, Korin, Santiago, Robert, Angelica Warren--Jared, Alitza, Alexis, Yaretzi, Bryanna, Esther, Juan	
Opening (I Do) 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. TKES 1, 2, 3,4,5, 8,10	Standards: ELAGSE1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort word into categories (colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (a duck is bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (note places at home that are cozy). ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds a. Recognize and produce rhyming words ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print or illustrations d. Recognize and names all upper and lowercase letters of the alphabet b.Ask and answer questions about key details in a picture or text.
	WIDA Standards: Standard 2: The Language of Language Arts English language learners communicate (listening, speaking, reading, writing) information, ideas and concepts necessary for academic success in the content area of Language Arts . *concept about print *comprehension strategies *fluency strategies *convention and mechanics *figurative language *explicit/inferential information *story elements and genres *dramatic performances
	Learning Target: 
	Monday, Tuesday, Wednesday: I will be able to recognize the ending letter patterns in words (word families). Thursday, Friday: I will be able to recognize the sound/symbol correspondence for b, d, and p .
	Success Criteria: I am successful when... 
	Monday, Tuesday, Wednesday: I can (1) recognize the words with regular spelling patterns, and (2) words with different spelling patterns (non-phonetic, vowel pronunciation). Thursday, Friday: I know when I have learned about reversible letters b, d, p, when I can (1) trace the letters on the desk with my finger, (2) use visual recognition of the letters, and (3) use auditory recognition of the letters.

	<p>Introduction/Connection: Monday-Friday: (L7D) (L7E) Show students GKIDS sight words on index cards and ask them to name the words.</p> <p>Supplies needed:</p> <ul style="list-style-type: none"> • (L7D) (L7E) GKIDS sight word flashcards. • (L7D) (L7E) a copy of the pictures and word cards at the end of the lesson. <p>DIRECT INSTRUCTION: Monday, Tuesday, Wednesday: (L7D) Today we are learning about word families. There are two ways the word in a word family go together—they end in the same sounds, or they end with the same letters. What would be in the word family of old--cold, gold, sold, mold, told. These all end in the same sounds, so they all rhyme. Use the same procedure to work with these word families: -ost (word cards host, most, post) -ind (word cards find, kind, mind) -ild (word cards mild, wild)</p> <p>Thursday, Friday: (L7E) Today we are learning about reversible letters—b, d, and p. One way to remember what sound a letter says is to remember the keyword to go with it-- b for boy, d for dog, and p for dip. Try the b/d strategy. Try the d/p strategy.</p>
<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. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE: Monday, Tuesday, Wednesday: (L7D) create a chart with four columns labeled –old, -ost, -ind, and –ild. Sort the words with the students into each column. Thursday, Friday: (L7E) Visual recognition. Auditory Recognition.</p> <p>INDEPENDENT APPLICATION: Monday, Tuesday, Wednesday: (L7D) Students sort word cards into into word families. When finished they take turns reading aloud one of the lists and describing the word family. Thursday, Friday: (L7E) The students will each have a letter card for b, d, and p. Say a word and they need to hold up the letter that the word starts with.</p>
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>Wrap Up: Monday, Tuesday, Wednesday: (L7D) – Display the word card for cold and gold. Ask - Are these words alike? Thursday, Friday: Give students a set of letter card for b, d, and p. Teacher will say, “I’m going the say a word, Listen to the first sound in the word. Hold up the letter that spells this sound. The first word is bun. Listen: /b/un. Which letter is at the beginning of bun? (b)</p>



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