



## Glynn County Lesson Plan for ESOL

<b>Teachers :</b> Warren	
<b>Course/ Subject:</b> 2 <sup>nd</sup> Grade LexiaCore5 8:05-8:50am	
<b>Week of Instruction:</b> March 29-April 2, 2021	
<p><b>Opening (I Do)</b> 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. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standards:</b> <b>ELAGSE1L5:</b> 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). <b>ELAGSEKRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds a. Recognize and produce rhyming words <b>ELAGSEKRF1:</b> 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.</p>
	<p><b>WIDA Standards:</b> 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 <b>Language Arts</b>. *concept about print *comprehension strategies *fluency strategies *convention and mechanics *figurative language *explicit/inferential information *story elements and genres *dramatic performances</p>
	<p><b>Learning Target:</b> </p> <p><b>Monday, Tuesday, Wednesday:</b> I will be able to read and spell two syllable words. <b>Thursday, Friday:</b> I will be able to apply vowel team knowledge to help me in reading and spelling.</p>
	<p><b>Success Criteria:</b> </p> <p><b>Monday, Tuesday, Wednesday:</b> I can say words in syllables or word parts. I can recognize the long vowel sound in a syllable. I can recognize an open syllable. I can blend the syllables to read and write longer words. <b>Thursday, Friday:</b> I can recognize that two vowels, <b>a- y</b> makes a single vowel sound. I can recognize that a syllable that contains the <b>ay</b> vowel team is called a vowel combination syllable.</p>
	<p><b>Introduction/Connection:</b> <b>Monday-Friday:</b> (L8K) (L8L) Show students GKIDS sight words on index cards and ask them to name the words.</p>

	<p><b>Supplies needed:</b></p> <ul style="list-style-type: none"> <li>• (L8K) (L8K) GKIDS sight word flashcards.</li> <li>• (L8L) (L8L) a copy of the pictures and word cards at the end of the lesson.</li> </ul> <p><b>DIRECT INSTRUCTION:</b></p> <p><b>Monday, Tuesday, Wednesday:</b> (L8K) Today we are learning about putting two syllables together to make a longer word. The first syllable in all of the words will be an open syllable and the other syllable in the word will be either a closed syllable or a Silent e syllable.</p> <p><b>Thursday, Friday:</b> (L8L) Today we are learning about the long vowel team ay. A long vowel team contains two vowels that team together to make one long vowel sound. Remember that the letter y can sometimes be a vowel. When the letters a y are side by side they team up the make just one sound. The sound for the vowel team ay is the long a sound.</p>
<p><b>Work Period (We Do, You Do)</b></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. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b></p> <p><b>Monday, Tuesday, Wednesday:</b> (L8K) The teacher will display three syllables at a time and have students read each syllable aloud. Then say a two-syllable word and use it in a sentence. The students will read each completed two-syllable aloud.</p> <p><b>Thursday, Friday:</b> (L8L) The teacher will display the word way. Have student read the word and repeat the final vowel sound a. The teacher will say words that rhyme with way.</p> <p><b>INDEPENDENT APPLICATION:</b></p> <p><b>Monday, Tuesday, Wednesday:</b> (L8K) The teacher will display four syllable cards at a time and say one word at a time for students to construct using two of the cards. The students will read aloud the completed word and talk about the word meaning. The students will read aloud the completed word and talk about the word meaning.</p> <p><b>Thursday, Friday:</b> (L8L) The teacher will display words with ay for students to read aloud and provide sound-blending support as needed.</p>
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding. <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>Wrap Up:</b></p> <p><b>Monday, Tuesday, Wednesday: Check for understanding:</b></p> <ul style="list-style-type: none"> <li>• What syllables do you hear in bacon? (ba, con)</li> <li>• What kinds of syllable d you see in this word? (open and closed)</li> </ul>



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