

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: January 4, 2021 to January 8, 2021	
Groups: Brock --Vrukshi, Kaley, Charlie, Betzaida, Alexander, Juanito, Ander Caudle --Keyla, Angela, Hilber, Korin, Santiago, Robert, Angelica Warren --Jared, Alitza, Alexis, Yaretzi, Bryanna, Esher, 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), and (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: Teacher Planning (no school for students) Wednesday, Thursday: Today we are learning about picture-phrase matching. Friday: Today we are learning about building words.
	Success Criteria:  Monday, Tuesday: Teacher Planning (no school for students) Wednesday, Thursday: I know I have learned this, when I can: (1) sound out the words in the phrase, and (2) match the picture to the phrase. Friday: I know I have learned this, when I can: (1) sound out the words, and (2) build new words.

Monday – Friday (Skill Builders L6)

	<p>Introduction/Connection:</p> <p>Monday-Friday: (Skill Builders L6) 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"> • (Skill Builders L6) GKIDS sight word flashcards. • (Skill Builders L6) a copy of the Core5 L6 Lexia Skill Builders packet for each student. <p>DIRECT INSTRUCTION:</p> <p>Monday, Tuesday: n/a</p> <p>Wednesday, Thursday: (picture-phrase match) Today we are learning about sounding out the words in a phrase. When I sound out the words in a phrase, then I can match the picture shown to the phrase.</p> <p>Friday: (building words) Today we are learning about building words. Look at the picture and sound out the letters of the word. Write the word down on the line.</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.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE:</p> <p>Monday, Tuesday: n/a</p> <p>Wednesday, Thursday: (picture-phrase match) Look at the number one. Yes, that is the phrase “a cup in a hat”. Which picture is “a cup in a hat”? Now, draw a line from the matching phrase to the picture.</p> <p>Friday: (building words) Look at the number one. Yes, that is a picture of a flag. Try to sound out the word: fl-a-g. Now, write the word on the line provided.</p> <p>INDEPENDENT APPLICATION:</p> <p>Monday, Tuesday: n/a</p> <p>Wednesday, Thursday: (picture-phrase match) Students will work on the remainder of this page and the next pages relating to picture-phrase matching by themselves.</p> <p>Friday: (building words) Students will work on the remainder of this page and the next pages relating to building words by themselves.</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>Monday-Friday: Review the lesson for student understanding.</p>



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LexiaCore5

Monday – Friday (Skill Builders L6)

2nd grade



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