



## Glynn County Lesson Plan for ESOL

<b>Teachers :</b> Jennifer Brock, Sally Warren, Mary Susan McNeal	
<b>Course/ Subject:</b> 2 <sup>nd</sup> grade LexiaCore5	
<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>ELAGSE2LS:</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>ELAGSE2RF2:</b> Demonstrate understanding of spoken words, syllables, and sounds a. Recognize and produce rhyming words <b>ELAGSE2RF1:</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 ELAGSEKRL1: 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> <b>Monday-Friday:</b> (L1E) I can understand early print concepts.</p>
	 <p><b>Success Criteria:</b> <b>Monday-Friday:</b> (L1E) I can understand early print concepts, such as a title, author, illustrator, front cover, picture vs. print, left-to-right orientation, and page turning of a book.</p>
	<p><b>Introduction/Connection:</b>  Quiz students' in-group with GKIDS vocabulary.</p>

	<p><b>Direct Instruction:</b></p> <p>(L1E) Today we'll be learning how books are alike and how they are different. When we choose a book to read, we can tell right away what type of book it is. We can also tell who wrote the words and who made the pictures. Display the book cover showing "Chipmunk's New Home, " but orient it upside down. Discuss the front cover, the title, and if it is a made-up story or a real story. Discuss who wrote the story, the pictures, characters, and illustrations.</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.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p><b>Guided Practice:</b></p> <p>(L1E) Display an informational book. Read aloud the text on the front and back cover. Ask the following questions and discuss with the students:</p> <ul style="list-style-type: none"> <li>• Is this an informational book or a story book? How can you tell?</li> <li>• Who is the author of the book? How can you tell?</li> <li>• Who illustrated the book? How can you tell?</li> <li>• Where is the back cover? What can you find on it?</li> </ul> <p><b>Independent Application:</b></p> <p>(use the matching of the sentences with the type of book—pages 3 to 5)</p> <p>(L1E) <b>Display three books again.</b> Review each title and the type of book (made-up story that can't really happen, made-up story that seems like read life, and informational book). Read sentences from the other books. Tell which story is which. <u>Discuss these sentences, which type of book did it come from?</u></p> <ul style="list-style-type: none"> <li>• When Mama Crow saw the fresh green grass, she said, "I must get some of that to eat. But how will I get over the fence to reach it?" (fantasy book)</li> <li>• Inside the lemon are seeds. A new plant grows from a lemon seed. (informational)</li> <li>• Once upon a time, a princess had a magic mirror. Whenever she looked in it, a voice spoke to her. (fantasy)</li> <li>• Katie looked in the cage for her pet hamster. But Harry wasn't there. "Harry's gone!" Katie cried. (realistic fiction)</li> <li>• It's easy and fun to make a mask. Start by getting a big brown paper bag. (informational)</li> <li>• Franklin and his family had just moved from Greenwood Lane. Franklin saw a swing set in the yard next door. He hoped that he could play on it. (realistic fiction).</li> </ul>
<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.</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p><b>Wrap Up:</b></p> <p>(L1E) <u>Discussion Question:</u> Discuss the elements of a story:</p> <ul style="list-style-type: none"> <li>• Title on the front cover</li> <li>• The name of the author</li> <li>• The name of the illustrator or photographer</li> <li>• The title on the title page</li> <li>• The back cover</li> <li>• The characters</li> </ul>

When Mama Crow saw the fresh green grass, she said, “I must get some of that to eat. But how will I get over the fence to reach it?” (fantasy book)

Inside the lemon are seeds. A new plant grows from a lemon seed.  
(informational)

Once upon a time, a princess had a magic mirror. Whenever she looked in it, a voice spoke to her. (fantasy)

Katie looked in the cage for her pet hamster. But Harry wasn't there.  
“Harry's gone!” Katie cried. (realistic fiction)

It's easy and fun to make a mask. Start by getting a big brown paper bag.  
(informational)

Franklin and his family had just moved from Greenwood Lane. Franklin saw a swing set in the yard next door. He hoped that he could play on it. (realistic fiction).

**FANTASY**

**INFORMATIONAL**

**REALISTIC FICTION**



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