

C.B. Greer ESOL Glynn County Lesson Plan

Teacher : Davis	
Course/ Subject: 3rd-5th Emerging Main idea/Speaking/Writing ACCESS Practice	
Date of Instruction: January 11-15 2021	
<p>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</p> <p>Academic Vocabulary- habitat, desert, grasslands, camels, elephants, elk, foxes, giraffes, mountains, polar bears, zebra thick fur, both, humps, compare contrast, alike different, both, thick, also, too,</p>	<p>Standard/s: ELAGSE2SL6: Produce complete sentences when appropriate to task and situation ELAGSE2RL7: Use information gained from the illustrations and words to demonstrate understanding ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text ELAGSE4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. ELAGSE4RF4: Read with sufficient accuracy and fluency to support comprehension. ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
	<p>Learning Target: I can identify the author’s purpose in nonfiction text. I can identify the main idea and 3 supporting details. I can write sentences using correct order and punctuation. I can orally answer a questions using Flip Grid.</p>
	<p>Language Objective: SWBAT identify the main idea of the story and provide three supporting details using a graphic organizer. “The main idea of the story is _____. One supporting detail is _____.” SWBAT orally explain why people like riding skateboards. SWBAT write an opinion about what they would rather ride, a bike or skateboard.</p>
	<p>Success Criteria: I am successful when I can tell the authors purpose and explain my answer. I correctly found 3 supporting details to name the main idea of the story. I created a Flipgrid video telling why people like skateboards. I write 4 sentences about my opinion.</p>
	<p>Build Background Monday- Lexia long e (silent e/two vowel) vs. short vowels level 6. Raz Kids Skateboard- build background and show video about skateboards. Tuesday- Use Discussion cards to identify main idea and details. Read short paragraph and identify the main idea and two supporting details. Wednesday-Use main idea graphic organizer, write an explanatory paragraph explaining why people like to ride Skateboards. Thursday- Introduce speaking test for ACCESS Friday- ACCESS speaking test WIDA website</p>
	<p>DIRECT INSTRUCTION: Monday- RAZ skateboards-introduce book, vocabulary and comprehension skill- main idea/details in informational text. Tuesday- Reread the story, use graphic organize to identify main idea and details. Write a paragraph about skateboards and illustrate if atime. Wednesday – Use sentence stems to write sentences using describing words and CUPS about pictures in the story on small white boards Thursday Introduce Flip grid and talking about a picture. Use small white boards to write and stretch sentences as a group. Model Flipgrid with intro video. Friday- ACCESS speaking practice- record video explaining why you would rather have a bike or skateboard.</p>
<p>Work Period (We Do, You Do)</p>	<p>GUIDED PRACTICE: Monday Discuss the focus questions and guide reading using questioning and finding answer in the text.</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>Tuesday. Reread the story and complete the graphic organizer for main idea and details. Complete the quiz discussing the questions and test taking strategies.</p> <p>Wednesday-Write a paragraph explaining, why people like to ride skateboards.</p> <p>Thursday- work in pairs and record a video explaining why people like to ride skateboards guided compare/contrast writing informational text.</p> <p>Friday-Flip Grid speaking practice opinion.</p>
<p>Closing (We Check) 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>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Monday -Partner to complete Lexia- Dereck/mari and Eve/Maylitz.</p> <p>Tuesday – Each student will identify one detail about the picture and work with partner to identify main idea.</p> <p>Wednesday- Paragraph writing.</p> <p>Thursday- NA</p> <p>Friday- create a Flip Grid video</p> <p>SUMMARIZE/SHARE:</p> <p>Monday: Describe a skateboard using adjectives.</p> <p>Tuesday- Explain the author’s purpose and cite evidence.</p> <p>Wednesday; Share paragraphs</p> <p>Thursday- Flip grid</p> <p>Friday- Flipgrid</p>