

## Glynn County Daily Lesson Plan for MS HS Instruction

<b>Teacher :</b> <b>Peggy Goad</b>	
<b>Course/ Subject:</b> <b>ESOL</b>	
<b>Date of Instruction:</b> The 2021-2022 Academic School Year	
<p><b>Opening (I Do)</b></p> <p>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.</p> <p><b>TKES 1, 2, 3,4,5, 8,10</b></p>	<b>Standard/s:</b> Standards are curriculum based on the academic teachers' assignments, and the English language learner proficiency levels in that class.
	<b>Learning Target:</b> Bi-Lingual Learners will complete academic assignments. English learner (EL) will increase their understanding of how language functions in different contexts. The English Learner will increase their proficiency level, and quality and quantity of their language processing skills across all levels of language proficiency.
	<b>Success Criteria:</b> I can use language that flows easily and is appropriate to the task. I can read the given text, either together with the class, in google classroom, or on my own. I can use basic language that is suitable for the academic assignment. I can read content and answer questions in complete sentences.
	<b>Introduction/Connection:</b> The ESOL teacher will facilitate/communicate to the ELs the academic skills needed to achieve successful comprehension of the assignment.
	<b>DIRECT INSTRUCTION:</b> Learners receive evidence based, small group instruction which targets phonological/phonemic awareness, sight words and word identification, reading fluency, vocabulary knowledge, syntactic awareness, and the application of reading comprehension skills.
<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</p>	<b>GUIDED PRACTICE:</b> Model/Reinforce academic vocabulary taught by academic teachers. Oral discussion of academic content. Increasing English language skills through use of incorporating reading and writing.

<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><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b></p> <p>ELs will practice the skills and engage in the academic assignments with support. Apply higher order thinking skills. Collaborate with other school personnel to increase student achievement. Identify effective study/test taking strategies.</p> <p><b>Differentiation:</b> All ELs can log into google classroom, and complete all assignments on –line. In google classroom, ELs can also change the language to their native language to increase comprehension and understand the assignment. The ESOL teacher will also use dictionaries, and google translate in the classroom for effective communication. The ESOL teacher will pull out for small group to break down academic content for their reading level in English, and explain the assignment, specific vocabulary using google translate in their native language.</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 .</p> <p><b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p> <p>Check for completion, correctness, and understanding of assignment given. Supplement any deficits needed. Verbal Feedback, completion of assignments, classroom grades (quizzes, daily grades, &amp; assessments.) Q &amp; A with students to check for literal and cognitive understanding of academic language in English.</p>