

C.B. Greer ESOL Lesson Plan for Instruction

Lexia Core 5 Online			
Grade	1st Grade Emerging	1st Grade	2nd grade
<p>Opening (I Do)</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>TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.. ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables</p>	<p>Standard/s: ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.. ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables</p>	<p>Standard/s: ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Sequence sentences in correct order.</p>
	<p>Language/Teaching Point: I will be able to identify and isolate beginning/medial sounds in content vocabulary words. I will recognize sight words I will identify vocabulary words for given pictures. SUCCESS Criteria: I successfully completed activities on green. I correctly named beginning/medial sound in words. I recognized sight words.</p>	<p>Language/Teaching Point: I will be able to identify and isolate beginning/medial sounds in content vocabulary words. I will recognize sight words I will identify vocabulary words for given pictures. SUCCESS Criteria: I successfully completed activities on green. I correctly named beginning/medial sound in words. I recognized sight words.</p>	<p>Language/Teaching Point: I can identify letter sounds for consonant digraphs. I can identify the missing word that completes a sentence. I can identify long vowel teams and with silent e in isolation and vocabulary words. I can sequence sentences in order. SUCCESS Criteria: I monitored my progress with the green bar. I correctly named consonant digraphs. I chose the correct word for each sentence I identified sight words correctly.</p>
	<p>Introduction/ Connection SWBT attempt to increase the warm up score.</p>	<p>Introduction/ Connection SWBT attempt to increase the warm up score</p>	<p>Introduction/ Connection SWBT attempt to increase the warm up score</p>
	<p>Direct Instruction - individualized program based on student needs. TW monitor and provide support as needed by student.</p>	<p>Direct Instruction - individualized program based on student needs. TW monitor and provide support as needed by student.</p>	<p>Direct Instruction - individualized program based on student needs. TW monitor and provide support as needed by student.</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>Students work online on their individual levels. Teacher will monitor the student's unit progress bar.</p>	<p>Guided Practice:</p> <p>Students work online on their individual levels. Teacher will monitor the student's unit progress bar.</p>	<p>Guided Practice:</p> <p>Students work online on their individual levels. Teacher will monitor the student's unit progress bar.</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>Summarize.</p> <p>Rate your progress today using thumb up, down or to the side. What did you do well today or what was difficult?</p>	<p>Summarize.</p> <p>Rate your progress today using thumb up, down or to the side. What did you do well today or what was difficult?</p>	<p>Summarize.</p> <p>Rate your progress today using thumb up, down or to the side. What did you do well today or what was difficult?</p>