

Glynn County Lesson Plan for ESOL

Teachers : Sheryl Caudle	
Course/ Subject: 1st Grade Lexia 1:30-2:15	
Week of Instruction: April 19 – April 23, 2021	
Groups: Caudle – Sairy, Brayan, Sophia, Sebastian, Ana	
<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>Standards: ELAGSEKRF3: Know and apply grade level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sounds for each consonant. ELAGSEKRF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.</p>
	<p>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</p>
	<p>Learning Target:</p> <ul style="list-style-type: none"> Monday - Wednesday - I will be able to identify and isolate beginning sounds in content vocabulary words. Thursday-Friday – I will be able to read sight words from a list of 36 words on the Lexia Level list.
	<p>Success Criteria: <u>Monday - Wednesday:</u></p> <ul style="list-style-type: none"> I can recognize and produce all consonant and short vowel sounds I can isolate initial sounds in one syllable spoken words using pictures as support. <p><u>Thursday-Friday –</u></p> <ul style="list-style-type: none"> I can recognize all letters of the alphabet I can recognize and produce the sounds of all consonant and vowel letters. I can read all 36 sight words on the Level 3 and Level 5 sight word list on Lexia.
	<p>Introduction/Connection: <u>Monday - Wednesday:</u> https://drive.google.com/file/d/1LUJaKyYDtkLNGTS8tTO6MEA96HtrVByo/view?usp=sharing <u>Thursday-Friday:</u> Warm Up: Present one word card at a time. See which ones students instantly identify and put those cards aside. Focus the lesson on the sight words that are giving students some trouble.</p>

L3 – (Mon), (Tues), (Wed) Lesson - O, (Thurs) and (Fri) Lesson - P

	<p>Direct Instruction:</p> <p>Monday - Wednesday: Hold up Keyword Image Card for h. Point to the letter on the card. Show how to make the /h/ sound. Have students watch mouth and listen. Describe how to make the sound. Use the same procedure to introduce the /w/ sound. Review the two sounds by listening and looking at the shape of the mouth.</p> <p>Thursday-Friday: Display the word card for you. Use the word in context. Point to various students in the classroom and names them saying “You are” with an emphasis on the word you. Point to each letter as you spell it. Run your finger under the whole word from left to right as you say the word. Hold up the word card as you say the word. Model saying the letter names followed by reading the words as a whole. Model closing your eyes and thinking about the word as you name the letters. Review the steps to learning a new sight word.</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 - Wednesday: Display the keyword image cards for w and h. Display the picture of horse. Students should put their hand in front of their mouth to feel air coming out when making the /h/ sound. Follow the same procedure with the picture of a window. Students should indicate that they feel air coming out of their open and rounded mouth and point to the w card.</p> <p>Thursday - Friday: display the word card for you. Point to each letter in the word and have student read the letters aloud with you to spell the word. Run your finder under the words. Left to right, and have your students spell and say the word together. Have students close their eyes, picture the word as a whole, and name the letters. Provide each student with the letter tiles that are needed to spell the word you. Have student spell the word, using their letters. Say the word together. Have students scramble their letters and then spell and read the word a few times. Try taking away the displayed word; see if students can spell and read it on their own. Use the same procedure with the other sight words as needed.</p> <p>INDEPENDENT APPLICATION:</p> <p>Monday - Wednesday: Display the keyword image card for w and h. Ask which letter makes the /h/ or /w/ sound. Check by putting your hands in front of the mouth to feel for air. Give students h and w card. Say picture name aloud and have students identify if they have their lips rounded when making the sound. Name each beginning sound.</p> <p>Thursday - Friday: Provide each student with the letter tiles that are needed to spell the word you. Display the word card for you. When students are ready, have them spell out and then read the sight word they have spelled. Keep the sight word displayed. When students are ready, have them write the word. Read the word and say the letter names while tracing over the letter they have made. Try taking away the displayed word: see if students can write it on their own. Have students use the word in a sentence. Use the same procedure with the other sight words as needed.</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 - Wednesday: <u>Discussion Question</u> – How are the sounds for the letters h and w the same and how do they differ?</p> <p>Thursday - Friday: <u>Discussion Question</u> – See if students can now instantly identify the sight words in this lesson. Use the sight word cards as flashcards, and have students read and spell each word. Use the students’ responses to guide your choice of activities in the Adaptations section on the following page in the lesson guide.</p>



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