



Glynn County Lesson Plan for ESOL

Teachers : Jennifer Brock, Sheryl Caudle, Sally Warren	
Course/ Subject: 2 nd Grade LexiaCore5 8:00-8:45am	
Week of Instruction: March 8-12, 2021	
Groups: Brock --Vrukshi, Kaley, Charlie, Betzaida, Alexander, Juanito, Ander Caudle --Keyla, Angela, Hilber, Korin, Santiago, Robert, Angelica Warren --Jared, Alitza, Alexis, Yaretzi, Bryanna, Esher, Juan	
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	Standards: ELAGSE1L5: 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). ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds a. Recognize and produce rhyming words ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print or illustrations d. Recognize and names all upper and lowercase letters of the alphabet b. Ask and answer questions about key details in a picture or text.
	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
	Learning Target:  Monday, Tuesday, Wednesday: Today we are learning about Silent E Construction. Thursday, Friday: Today we are learning about Multiple Meaning Words 1.
	Success Criteria:  Monday, Tuesday, Wednesday: I know when I have learned about Silent E Construction when I can learn how to read and spell words with Silent E at the end. Thursday, Friday: I know when I have learned about Multiple Meaning Words when I can understand that a word can have more than one meaning.

	<p>Introduction/Connection:</p> <p><u>Monday-Friday:</u> (L8A) (L8B) Show students GKIDS sight words on index cards and ask them to name the words.</p> <p><u>Supplies needed:</u></p> <ul style="list-style-type: none"> • (L8A) (L8B) GKIDS sight word flashcards. • (L8A) (L8B) a copy of the pictures and word cards at the end of the lesson. <p>DIRECT INSTRUCTION:</p> <p><u>Monday, Tuesday, Wednesday:</u> (L8A) Today we are learning about spelling words with Silent E. Students are reading and spelling words with long vowels signaled by Silent E at the end of the word—made. Remember the Silent E makes the first vowel say its name. Display the word card hope, covering the Silent E. Read the word hop to students, stressing the short vowel sound (/o/). Then reveal the Silent E at the end.</p> <p><u>Thursday, Friday:</u> (L8B) Today we are learning about words that have more than one meaning. Look at the word pen. A pen is a writing tool that has ink, but also pen is a place for animals to stay inside like a small fence.</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. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE:</p> <p><u>Monday, Tuesday, Wednesday:</u> (L8A) Display a piece of paper with a row of four empty boxes drawn on it. Have available the consonant tiles c, b, d, f, n, l, m, r, t, and w, as well as, a, e, i, o, u, and another e for the silent e. Use the white board or a piece of paper to demonstrate this activity. Suggest words include: fin, fine, web, cute, cut, made, mad, rob, robe, life, hop, hope.</p> <p><u>Thursday, Friday:</u> (L8B) Display the word duck for students to read. Listen as I say a sentence with the word duck: “The duck flew over the pond.” Tell me what you picture in your mind. Now listen to the second sentence: “When you walk under a low tree branch, you should duck!” What do you do? Show me. Yes, duck can mean to lower your head or body.</p> <p>INDEPENDENT APPLICATION:</p> <p><u>Monday, Tuesday, Wednesday:</u> (L8A) Students work in pairs—display the picture pictures of the cap, cape, tub, and tube. Point to each picture one at a time and have students say the picture name with you. For each picture, provide the consonant letter in the word, the vowels, and a silent e for the word. Students can share their sentences with the class.</p> <p><u>Thursday, Friday:</u> (L8B) Display the four pictures and the words from the end of the lesson. After students read the words tag and fan, clarify meanings with oral clues. Direct students to place two pictures by the word tag and two by the word fan to show different meanings.</p>
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>Wrap Up:</p> <p><u>Monday-Friday:</u> Review the lesson for student understanding.</p>



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Thursday, Friday:

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