



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: February 22-26, 2021	
LexiaCore5 Skill Builders based on student's level. Level 7 is provided as the main lesson.	
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: Today we are learning about Contractions and Word Families. Tuesday: Today we are learning about Contractions and Word Families. Wednesday: Today we are learning about Reversible Letters Thursday: Today we are learning about Silent E Recognition. Friday: Today we are learning about Silent E Recognition.

Monday – Friday (Skill Builders based on student level)

	<p>Success Criteria: </p> <p><u>Monday:</u> I know when I have learned about Contractions and Word Families, when I can circle the two words that make up the contraction, and find all the words in the word family.</p> <p><u>Tuesday:</u> I know when I have learned about Contractions and Word Families, when I can circle the two words that make up the contraction, and find all the words in the word family.</p> <p><u>Wednesday:</u> I know when I have learned about Reversible Letters, when I can circle the letter that makes the beginning sound of each word, the letter that makes the ending sound of each word, or write the correct letter to the word of k, d, or b.</p> <p><u>Thursday:</u> I know when I have learned about Silent E Recognition, when I can circle the word that matches each picture and then trace the word I circled. I can also read the word aloud and write the words with the same vowel sound.</p> <p><u>Friday:</u> I know when I have learned about Silent E Recognition, when I can circle the word that matches each picture and then trace the word I circled. I can also read the word aloud and write the words with the same vowel sound.</p>
	<p>INTRODUCTION/CONNECTION:</p> <p><u>Monday:</u> n/a</p> <p><u>Tuesday-Friday:</u> (Skill Builders L7) 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">• (Skill Builders) GKIDS sight word flashcards.• (Skill Builders) a copy of the LexiaCore5 Skill Builders packet for each student. <p>DIRECT INSTRUCTION:</p> <p>Skill Builders are based on each student’s level. The following is a list of each student and their Skill Builders level of study, which is one level below that of their current level of study on the computer:</p> <p>Brock— Vrukshi (7), Kaley (7), Betzaida (7), Juanito (7), Ander (7), Alexander (9), Charlie (11)</p> <p>Caudle— Hilber (6), Keyla (7), Angela (7), Korin (7), Santiago (8), Angelica (8), Robert (11)</p> <p>Warren— Alexis (4), Alitza (5), Jared (7), Yaretzi (7), Esher (8), Juan (8), Bryanna (9)</p>

Monday – Friday (Skill Builders based on student level)

	<p>(LexiaCore5 Skill Builders, Lesson 7)</p> <p><u>Monday:</u> (Contractions and Word Families) Today we are learning about Contractions and Word Families. We will read each contraction and circle the two words that make up the contraction. Concerning Word Families, we will underline the word family, circle it, and then write it in the box.</p> <p><u>Tuesday:</u> (Contractions and Word Families) Today we are learning about Contractions and Word Families. We will read each contraction and circle the two words that make up the contraction. Concerning Word Families, we will underline the word family, circle it, and then write it in the box.</p> <p><u>Wednesday:</u> (Reversible Letters) Today we are learning reversible letters. We will circle the letter that makes the beginning sound of the word or the ending sound of the word and write the letter in the blank.</p> <p><u>Thursday:</u> (Silent E Recognition) Today we are learning about Silent E Recognition. We will circle the word that matches each picture and then trace the word you circled.</p> <p><u>Friday:</u> (Silent E Recognition) Today we are learning about Silent E Recognition. We will circle the word that matches each picture and then trace the word you circled.</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:</u> (Contractions and Word Families) The students will circle the two words that make up the contraction and the students will circle the contraction that matches the words.</p> <p><u>Tuesday:</u> (Contractions and Word Families) The students will circle the two words that make up the contraction and the students will circle the contraction that matches the words.</p> <p><u>Wednesday:</u> (Reversible Letters) The students will circle the letter that makes the <i>beginning</i> sound of the word, or the <i>ending</i> sound of the word. Then, write the letter in the blank.</p> <p><u>Thursday:</u> (Silent E Recognition) The students will circle the word that matches each picture, and then trace the word that is circled.</p> <p><u>Friday:</u> (Silent E Recognition) The students will circle the word that matches each picture, and then trace the word that is circled.</p> <p>INDEPENDENT APPLICATION:</p> <p><u>Monday:</u> (Contractions and Word Families) The students will work on the remainder of this page and the next ones relating to contractions and word families.</p> <p><u>Tuesday:</u> (Contractions and Word Families) The students will work on the remainder of this page and the next ones relating to contractions and word families.</p>

Monday – Friday (Skill Builders based on student level)

	<p><u>Wednesday:</u> (Reversible Letters) The students will work on the remainder of this page and the next ones relating to reversible letters.</p> <p><u>Thursday:</u> (Silent E Recognition) The students will work on the remainder of this page and the next ones relating to silent e recognition.</p> <p><u>Friday:</u> (Silent E Recognition) The students will work on the remainder of this page and the next ones relating to silent e recognition.</p>
<p>Closing (We Check) 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:</u> n/a</p> <p><u>Tuesday-Friday:</u> Review the lesson for student understanding.</p>



Learning Target:

Monday: Today we are learning about Contractions and Word Families.

Tuesday: Today we are learning about Contractions and Word Families.

Wednesday: Today we are learning about Reversible Letters

Thursday: Today we are learning about Silent E Recognition.

Friday: Today we are learning about Silent E Recognition.



Success Criteria:

Monday:

I know when I have learned about Contractions and Word Families, when I can circle the two words that make up the contraction, and find all the words in the word family.

Tuesday:

I know when I have learned about Contractions and Word Families, when I can circle the two words that make up the contraction, and find all the words in the word family.

Wednesday:

I know when I have learned about Reversible Letters, when I can circle the letter that makes the beginning sound of each word, the letter that makes the ending sound of each word, or write the correct letter to the word of k, d, or b.

Thursday:

I know when I have learned about Silent E Recognition, when I can circle the word that matches each picture and then trace the word I circled. I can also read the word aloud and write the words with the same vowel sound.

Friday:

I know when I have learned about Silent E Recognition, when I can circle the word that matches each picture and then trace the word I circled. I can also read the word aloud and write the words with the same vowel sound.