

Glynn County Lesson Plan for ESOL

Teachers : Jennifer Brock, Sheryl Caudle, Sally Warren	
Course/ Subject: 1st Grade Lexia 12:50-1:35 and 1:30-2:15	
Week of Instruction: December 7 – December 11, 2020	
Groups: Brock – Bibiana, Bryan, Mery, Adrian, Isabella, Richard Caudle – Sairy, Sophia, Ana, Sebastian, Bryan Warren – Melissa, James, Ivanna, Jimena, Daisy, Axel	
<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. Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sounds for each consonant. ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onset and rimes of single syllable spoken words ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood</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"> ● <u>Monday</u> – I will be able to recognize segments of words read aloud. ● <u>Tuesday</u> – I will be able to identify and isolate beginning sounds in content vocabulary words. ● <u>Wednesday</u> – I will be able to identify unknown words and use context clues to predict word meaning. ● <u>Thursday</u> - I will be able to recognize sight words from Levels 3 and 5. ● <u>Friday</u> – I will be able to identify details and describe actions in a picture <p>Success Criteria:</p> <ul style="list-style-type: none"> ● <u>Monday</u> – I will be able to recognize segments of words read aloud. ● <u>Tuesday</u> - I can isolate the beginning sound in words using pictures as support. ● <u>Wednesday</u> – I can count, blend and segment syllables in words read aloud. ● <u>Thursday</u> – 1. I can recognize Level 3 sight words. 2. I can recognize Level 5 sight words. ● <u>Friday</u> - I can orally describe pictures, events, objects, or people using words, phrases, or sentences.

	<p>Introduction/Connection:</p> <p><u>Monday:</u> https://drive.google.com/file/d/1nFaFXWQMI6aOMzKS8DykZH1eQQkqII05/view?usp=sharing</p> <p><u>Tuesday:</u></p> <ul style="list-style-type: none"> • https://drive.google.com/file/d/1RYvQcKuLQzfdiKGpi1S3SZKIViwLyUyK/view?usp=sharing • https://drive.google.com/file/d/1ufh56yU7Sw1dLRpf9CJkYX00EKRT9BXX/view?usp=sharing <p><u>Wednesday:</u> https://drive.google.com/file/d/10WdYzFbGI7vJdt5nFZ_t_R9RDCvTPpPH/view?usp=sharing</p> <p><u>Thursday:</u> https://drive.google.com/file/d/1Z9HXu7u9QQgdFMBiFgvuFX96cP3eq5Fm/view?usp=sharing</p> <p><u>Friday:</u> https://drive.google.com/file/d/1as-pEp3oxb4qYGWtgChckr-KEG4dYz7B/view?usp=sharing</p> <p>Direct Instruction:</p> <p>Students will complete LEXIA skill builders that review skills previously taught in small group or one on one.</p> <p>Students who are not completing “skill builders” will complete differentiated practice on the LEXIA COMPUTER PROGRAM.</p> <p><u>Monday:</u> Show students sound boxes to show how to count sounds in words Example: egg (2), cat (3)</p> <p><u>Tuesday:</u> Discuss beginning sounds with students. Review consonant sound chart to review each consonant letter sound.</p> <p><u>Wednesday:</u> Discuss with students that sometimes we use words that mean the same thing. (Cold, freezing, frozen, chilly, icy, wintry, crisp, glacial). Sometimes when we look at a picture, we have to pay attention to some of the details in order to understand what we are reading, listening to, writing, or talking about.</p> <p><u>Thursday:</u> Show students the sight word flashcards for Level 3. Discuss that they are words that are hard to sound out, you need to know them (snap words). Let students know that they will see these words frequently when reading.</p> <p><u>Friday:</u> Teacher will tell a story. Have students picture in their mind. The teacher will then draw a picture to go with story while talking about it aloud, so students can see the thought process.</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><u>Monday:</u> Work together with student to sort words by the number of sounds heard – word on 2 and 3 sounds, 3 and 4 sounds.</p> <p><u>Tuesday:</u> Work together with students to complete the Skill Builder Practice Pages to recognize and circle the initial sound for each picture and then practice writing the letters.</p> <p><u>Wednesday:</u> Work together with students to look at pictures and circle other pictures that are similar or have things in common. Work on pages 1 and 2 in the Skill Builder practice pages.</p> <p><u>Thursday:</u> Work together with students to complete the Skill Builder practice pages 1-4 to recognize and write Level 3 sight words.</p> <p><u>Friday:</u> Work together to complete Skill Builders practice pages 1-3 by listening to a sentence, picturing what the sentence is about, then coloring the picture that matches the sentence.</p> <p>INDEPENDENT APPLICATION:</p> <p><u>Monday:</u> Students will practice blending and segmenting sounds by completing the worksheets circling the number of sounds heard in words.</p>

Lexia

[Skill Builders/Redeliver Lessons Level 3 – Blending & Segmenting 2 \(Mon\)](#), [Consonant Sounds \(Tues\)](#)
[Advanced Descriptors \(Wed\)](#), [Sight Words 1 \(Thurs\)](#), [Picturing Stories \(Fri\)](#)

	<p><u>Tuesday</u>: Students will practice consonant sounds by working on the Skill Builders practice pages. Students will name the letter and sound and glue pictures that begin with that sound.</p> <p><u>Wednesday</u>: Students will work on pages 3 and 4 in the Skill Builder Practice pages by matching common items that match the guiding sentence (teacher will need to tell students the name of some of the pictures).</p> <p><u>Thursday</u>: Students will work on Skill Builder practice pages 5-6 by recognizing and coloring sight words based on the color legend given.</p> <p><u>Friday</u>: Students will work independently on Skill Builder practice pages 4-5 by listening to a sentence and then drawing their own picture to match the sentence.</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>: <u>Discussion Question</u> – How do you know how many sounds are in a word?</p> <p><u>Tuesday</u>: <u>Discussion Question</u> – What strategy do you use when you need to sound out a word you don't know? (Get your mouth ready to make the first sound in the word).</p> <p><u>Wednesday</u>: Tell me another word that means cold.</p> <p><u>Thursday</u>: Review sight word flashcard for Level 3.</p> <p><u>Friday</u>: Share your picture of what you drew on practice pages 4-5. Discuss.</p>



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Success Criteria:

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 - I can recognize Level 3 sight words.
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