



## Glynn County Lesson Plan for ESOL

<b>Teachers :</b> Jennifer Brock, Sheryl Caudle, Sally Warren	
<b>Course/ Subject:</b> 2 <sup>nd</sup> Grade LexiaCore5 8:00-8:45am	
<b>Week of Instruction:</b> November 2 to November 6, 2020	
<b>Groups:</b> <b>Brock</b> --Vrukshi, Kaley, Charlie, Betzaida, Alexander, Juanito, Ander <b>Caudle</b> --Keyla, Angela, Hilber, Korin, Santiago, Robert, Angelica <b>Warren</b> --Jared, Alitza, Alexis, Yaretzi, Bryanna, Esher, Juan	
<p><b>Opening (I Do)</b>  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.  <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standards:</b>  <b>ELAGSE1L5:</b>  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).  <b>ELAGSEKRF2:</b>  Demonstrate understanding of spoken words, syllables, and sounds  a. Recognize and produce rhyming words  <b>ELAGSEKRF1:</b>  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.</p> <p><b>WIDA Standards:</b> 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 <b>Language Arts</b>.  *concept about print *comprehension strategies *fluency strategies *convention and mechanics *figurative language *explicit/inferential information *story elements and genres *dramatic performances</p> <p><b>Learning Target:</b> </p> <p><b>Monday, Wednesday:</b>  I will be able to determine which sounds go to the matching letters.  <b>Tuesday:</b>  Teacher Workday (no school for students)  <b>Thursday-Friday:</b>  I will be able to determine the long and short vowels of words.</p>
	<p><b>Success Criteria:</b> </p> <p><b>Monday, Wednesday:</b>  I am able to match sounds to letters.  <b>Tuesday:</b>  Teacher Workday (no school for students)  <b>Thursday-Friday:</b>  I can determine the long and short vowels of words.</p>

	<p><b>Introduction/Connection:</b></p> <p><b>Monday, Wednesday:</b> (L6I) Show students sight words and ask them to name the words.</p> <p><b>Tuesday:</b> n/a</p> <p><b>Thursday-Friday:</b> (L6J) Show students sight words and ask them to name the words.</p> <hr/> <p><b>Supplies needed:</b></p> <ul style="list-style-type: none"> <li>• Gkids Sight Word flashcards</li> <li>• Magnetic letters: a, i, e, t, u, b, g, c, p, w, m, l, o, r, s, h.</li> <li>• Display of short and long e on index cards</li> </ul> <p><b>DIRECT INSTRUCTION:</b></p> <p><b>Monday, Wednesday:</b> (L6I) Listen to the word hot. What are the three sounds in hot? (/h/ /o/ /t/). We are going to listen to the sounds in a word and decide what letter makes each sound.</p> <p><b>Tuesday:</b> n/a</p> <p><b>Thursday-Friday:</b></p> <ul style="list-style-type: none"> <li>• Display the short and long e on two index cards.</li> </ul> <p>(L6J) The vowel letter e sometimes has the short sound /e/. This curved line over the letter means to say the short sound. It is called a breve. This straight line over the letter means to say the long sound. The long sound for e is the same as the letter e. This line is called a macron.</p> <p>See the picture of a bed. What sound do I hear? See the picture of a bead. What sound do I hear?</p>
<p><b>Work Period (We Do, You Do)</b></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><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b></p> <p><b>Monday, Wednesday:</b> (L6I) Give the students letter tiles to spell target words: hit, cut, rib, sat, leg, and mop.</p> <p><b>Tuesday:</b> n/a</p> <p><b>Thursday-Friday:</b> (L6J) Students listen to pairs of words that differ only in their short and long vowel sounds. Word pairs; net/neat, red/read, fed/feed, men/mean.</p> <hr/> <p><b>INDEPENDENT APPLICATION:</b></p> <p><b>Monday, Wednesday:</b> (L6I) Give the student letter tiles to spell the pictures of: bat, web, log, and cup.</p> <p><b>Tuesday:</b> n/a</p> <p><b>Thursday-Friday:</b> (L6J) Display the six pictures of: net, wheel, pen, teeth, jet. Name each picture with students. Take turns repeating the name, saying the vowel sound, and placing the picture under the short vowel card e or the long vowel card e.</p>
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p><b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>Wrap Up:</b></p> <p><b>Monday-Friday:</b> Review the answers to the questions to determine student understanding.</p>

2<sup>nd</sup> grade



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