

# ESLAO LESSON PLAN 3-12

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Module:	ESLAO	Lesson:	12

## Learning Goals:

1. Review phonics
2. Review adverbs of frequency
3. Review telling key events from a story
4. Review describing a picture
5. Review can & can't

## Resources:

Nam	Description	File
Teacher PDF slides	Teacher uses this presentation as a shared document or application in live class	ESLAO-3-12-Slides
Teacher Lesson plan	Teacher can use this document to prepare or prompt the lesson	ESLAO-3-12-Lesson-Plan
Worksheet	Student will download this before class and complete it during the lesson	ESLAO-3-12-Worksheet

## Agenda:

Topic	Slides	Estimated Time
Review phonics	4 - 5	10 minutes
Review adverbs of frequency	6 - 7	10 minutes
Review retelling key events of a story	8 - 11	15 minutes
Review describing a picture	12 - 13	10 minutes
Review can & can't	14 - 15	15 minutes
<b>Extra time: See Worksheet.</b>		

## Instructional Strategies

Slide 4-5	<p>Phonics: Review – Tongue Twisters</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Before the tongue twister, ask: What sound does ____ make?</li> <li>• What words do you know with ____ sound?</li> </ul> <p>Strategy:</p> <ul style="list-style-type: none"> <li>• Say tongue twisters</li> <li>• How many times can you say it in 30 seconds?</li> <li>• Who can say it fastest?</li> <li>• Why are tongue twisters so difficult?</li> </ul>
Slide 6	<p>Adverbs of Frequency: Review</p> <p>Discuss and write on the slide:</p> <ul style="list-style-type: none"> <li>• What are adverbs of frequency?</li> <li>• Why do we use them?</li> </ul>
Slide 7	<p>Adverbs of Frequency: Apply</p> <p>Strategy:</p> <ul style="list-style-type: none"> <li>• Play tic tac toe <ul style="list-style-type: none"> <li>◦ Before students can place their marker on the square, they need to give a grammatically correct sentence using the adverb of frequency</li> </ul> </li> </ul>
Slide 8-9	<p>Retelling key elements from a news story: Review</p> <p>Strategy:</p> <ul style="list-style-type: none"> <li>• Read the story together</li> <li>• Ask students questions to confirm comprehension</li> </ul>
Slide 10	<p>Retelling key elements from a news story: Apply</p> <p>Strategy</p> <ul style="list-style-type: none"> <li>• Ask students to write a title for the story – maximum 5 words</li> <li>• Ask students to draw a picture of the picture</li> </ul>
Slide 11	<p>Retelling key elements from a news story: Apply</p> <p>Strategy</p> <ul style="list-style-type: none"> <li>• Encourage students to write a summary of the student</li> <li>• Challenge them to use the least amount of words as possible</li> </ul>
Slide 12 - 13	<p>Describing a picture: Review</p> <p>Strategy</p> <ul style="list-style-type: none"> <li>• Ask students to write 3 sentences about this picture</li> <li>• Share your sentences with each other <ul style="list-style-type: none"> <li>◦ Check for proper subject-verb agreement and word order</li> </ul> </li> </ul>
Slide 14 - 15	<p>Can &amp; Can't: Apply</p> <p>Strategy</p> <ul style="list-style-type: none"> <li>• Play a board game together</li> <li>• Ask students to choose colours for their chips. Create two circles on the screen and drag them around as the game progresses</li> <li>• Ask students to get a coin – if they flip heads, move their chip one space; if they flip tails, move their chip two spaces</li> <li>• When students land on a space, they have to make a sentence using “I can” or “I can’t”</li> <li>• First student to land on FINISH wins!</li> </ul>