

ESLAO LESSON PLAN 4-7

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Module:	2	Lesson:	7

Learning Goals:

Students will:

- Learn about the sounds 'fl'
- Identify titles, headlines, captions and illustrations
- Use prepositions to describe the location of an object.

Resources:

Name	Description	File
Teacher PDF slides	Teacher uses this presentation as a shared document or application in live class	ESLAO-4-7-Slides
Teacher Lesson plan	Teacher can use this document to prepare or prompt the lesson	ESLAO-4-7-Lesson-Plan
Worksheet	Student will download this before class and complete it during the lesson	ESLAO-4-7-Worksheet

Agenda:

Topic	Slides	Estimated Time
Introduction	1-3	5
Title, Headlines, Captions and Headlines	4-8	10
Prepositions	9-13	15
Story	14-23	15
Vocabulary	24-29	10
Homework	30	5

Instructional Strategies

Slide 1	Welcome students to Lesson 7 and tell students that we will be focusing on learning about new animals and new words.
Slide 2	Tell students that they will be playing an Animals Memory Game. In this game students must remember the name and picture of the animal as well as where it was located. Share your desktop with the students. Desktop should be opened to the game website: eslgamesplus.com/farm-domestic-animals-vocabulary-esl-memory-game/ Play game with the students. Teacher will have control of the desktop screen and will prompt students for answers to the questions.
Slide 3	Discuss learning goals with students. Ask students to read the learning goals and tell students to remember these goals through the lesson.
Slide 4	Ask students what they can see in the image of the screen. What is the image of? (article/newspaper) Tell students that every article or story has similar parts. Go through the title, headline, caption and illustration with students. Ask students to circle the different parts as you discuss. Ask students 'why is a title or headline important for a story?' What does it tell you? Ask students 'why is a picture or illustration important for a story?' What does the pictures show you?
Slide 5-6	As a class, go through the following articles and stories identifying the key parts: title, caption, headline and illustration. Ask students to circle the parts. Ask students to discuss the following: Without these parts what information would be missing?
Slide 7	Tell students that they will be creating their own headline or title for a newspaper article they have seen or read. If students have not seen or read a newspaper, ask students to think about a funny story they saw in the local news. To assist students, a synopsis of a story is presented. Students are able to think of a catchy title for the dragon who ate the principal storyline.
Slide 8	Tell students they have identified titles, headlines, captions and illustrations. Congratulate students on their successful learning.
Slide 9	Tell the students they are going to practice their prepositions. Prepositions are words that describe the position of certain things or objects. Go through the placement of each animal showing students left, right, front, behind, and beside. Ask students to think about the location of the animals and write a sentence describing their position.
Slide 10	Ask students to identify each of the animal pictures. Then ask them to think about the location of the animals and verbally describe these positions.
Slide 11-12	Ask students to draw a picture using the following instructions. Go through each instruction and draw on the white board. Show students what the final picture should look like. Compare it to the picture they drew. How close were they and where did they go wrong?
Slide 13	Tell students they have used prepositions to describe animals and objects. Congratulate students on their successful learning.
Slide 16	Go through the Pre-reading activity with students. What do you think this story is about from the title and illustration? Write two sentences about your idea.
Slide 17-22	Read the story. Underline and explain any vocabulary students found difficult to pronounce and ask questions to assess comprehension of the story.
Slide 26-28	Ask students to give you their meaning of the words.
Slide 29	Create a collaborative short story using the fl words with the teacher. The teacher can begin the story by setting the scene. Encourage students to continue the story, sentence by sentence and use as many adjectives and verbs as they can. Story starter: On a warm and sunny day, Sam was running through the park to the beautiful purple flowers.
Slide 30	Homework: Think about your bedroom. Draw your bedroom and where all the furniture is located. Write some sentences about the things which are: <ul style="list-style-type: none"> • Beside your bed • Under and above your bed • On the left and right side of your bed.
Slide 31	Any questions about the class or homework.