

ESLAO LESSON PLAN 5-1

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Unit: 5

Module: 3

Lesson: 1

Learning Goals:

- 1.) Sounds (ee)
- 2.) Using the word "could" in speech
- 3.) Conversation topics and taking turns
- 4.) Keeping our bodies healthy

Resources:

Name	Description	File
Teacher Presentation	Teacher uses this presentation as a shared document or application in live class	ESLAO-5-1-Slides
Student Presentation	Student can download this presentation before the class begins	ESLAO-5-1-Slides-Student
Worksheet	Student will download this before class and complete it during the lesson	ESLAO-5-1-Worksheet

Agenda:

Topic	Slides	Estimated Time
Introduction and Learning Goals	1-2	5 minutes
What sound does "ee" make?	3-4	5 minutes
Story	5-12	10 minutes
Keeping Clean and Word Hunt	13-14	5 minutes
Could you? Would you?	15-16	10 minutes
Conversations	17-22	15 minutes
Story Telling	23-24	10 minutes

Instructional Strategies

Slide 1	Introduction slide, You can introduce the topic and ask students if they have any predictions about what they think the unit will be about
Slide 2	Go through the learning goals with students and ensure that they know the vocabulary words presented? This would be a good time to review long and short vowel sounds with students prior to beginning. Make note of students who

	do not have any prior knowledge of vowels and vowel sounds.
Slide 3	Introduce the long vowel sound "ee". Ask them if they know of any words that make that sound? Go through the list with students and have them repeat the words back to you. Do any students know any other words that make this sound?
Slide 4	Students can share words that have the double (ee) sound Other words to share: feed, deep, seem, free, need, seed, tree, bee, speech, queen, three, week, cheek, meet, agree, disagree...etc.
Slide 5-12	This is the story, students should be listening for long "ee" words and recording them in their notebooks. At the end you will ask students for the words that they saw or heard.
Slide 13	At this stage, ask students to share the words they found. Great work! Have them discuss the ways that we can take care of our bodies and keep them clean? This is an opportunity for students to practice speaking and for you to model asking questions in conversations.
Slide 14	Tongue twisters! This is an opportunity for students to be silly and practice making the long "ee" sound. Each student should get an opportunity to say each of the tongue twisters. Make this super fun, it can be a race, it can be a tournament or even a challenge "say these without laughing"
Slide 15	Could you, would you? Ex. Could it rain today? It could also be something that has already happened (past tense) Ex. Vanessa could swim by the time she was three. Have students ask questions about the photo on the right that use could? Ex. Could the man using crutches pick the book up by himself?
Slide 16	https://learnenglishkids.britishcouncil.org/en/grammar-practice/modals-could-and-couldnt This is a quick refresher of the "could" and "would" rules for your reference.
Slide 17	Conversations: the various roles in conversations and that conversations are a give and take. A see-saw
Slide 18	http://thesocialexpress.com/teaching-child-start-conversations-3-brilliant-basics/ Asking questions. When practicing the asking questions step "w" words like who, what, when, where, and why (also, how) are great questions! On the next slide you will see a picture, let's take turns asking questions about it!
Slide 19	The photo that they can ask questions about. You may want to give them some time to ask questions in their notebooks first.
Slide 20	Making comments: following up in conversations means commenting on what the person has said. They can use the questions they just created to make "follow up" comments on each other's questions.
Slide 21	Adding in comments to the comic strip, this is a good time to start prepping the students for making their own comic strips. You may want to talk a little bit about storylines here so that they can start to think about theirs. Have them fill in the bubbles with comments and questions they think the characters might be asking each other.
Slide 22-23	Telling stories. Here they should be brainstorming topics for their own stories. Depending on time, you may want to write a story together or you may just have them brainstorm ideas for their homework.

Homework: comic strip story that should include a question, a comment and the use of the word should.