

ESLAO LESSON PLAN 6-3

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Module:

Unit: 6
Lesson: 3

Learning Goals:

- 1) IE Words
- 2) Simple past tense verbs
- 3) Irregular Verbs – More
- 4) Read and apply the Fruit book

Resources:

Name	Description	File
Teacher Presentation	Teacher uses this presentation as a shared document or application in live class	ESLAO-6-3-Slides
Student Presentation	Student can download this presentation before the class begins	ESLAO-6-3-Slides-Student
Worksheet	Student will download this before class and complete it during the lesson	ESLAO-6-3-Worksheet
Picture Book/Poem/Song:	Student can download and pre or post read it for extra reading activity	In .pdf file

Agenda:

Topic	Slides	Estimated Time
Overview of Lesson	1-2	2 minutes
"EA" Sounds Review	3	3 minutes
"IE" Words Introduction	4-8	5 minutes
"IE" Words Practice	9-12	5 minutes
Regular Verbs Past Tense Review	13-14	10 minutes
Irregular Verbs Past Tense	15-19	15 minutes
Fruit Book	20-25	15 minutes
Review	26	5 minutes
Extra time:		
Complete homework with the students		5-10 minutes

Instructional Strategies

Slide 1 | Re introduce Keeping in Shape, discuss the photos on the first slide, and how

	these can keep you healthy. What does exercise equipment do? What does running do to our bodies?
Slide 2	Learning Goal overview. Talk about what word sounds they went over last class. What letters make up the "EA" sound? What letters make up "IE" sound?
Slide 3	Review of "EA" words. What words can the students come up with? Allow them to type or write in the words. Ensure spelling is correct and the students say the word out loud that they wrote down.
Slide 4	Introduce the "IE" sound. Reflect on the questions on the slide. Take time to examine them; allow them to come to the conclusion of what sound the letters I and E make when they are together. (There are two answers).
Slide 5	Allow time for more brainstorming for the students. Use the pictures on the slide as prompts if the students cannot think of any IE words.
Slide 6	Discuss these "IE" words. What sound do they make? Is it a long I or a Y sound? What sorts of foods keep us healthy? Do these foods keep us healthy?
Slide 7-8	Review the IE sounds. What letters do they sound like? Talk about the sounds each letter makes and how a combination of two letters makes a new sound.
Slide 9	Take the time to name each photo and identify the "EA" sound in each word. How do you spell the words? Allow opportunity to spell each word if time permits. Open up a new whiteboard and ask students to write the words.
Slide 10-12	"IE" Practice slides. Read each title for the students and explain the activity that they are to do. Ensure they have proper practice of using "IE" words before turning to the following slide.
Slide 13	Review – what is an irregular verb? Ensure the students understand it is an action word. What is the past tense? Discuss this slide to ensure students are aware of what we will continue to practice on the following slides.
Slide 14	Regular verb practice. Review adding "ED" on the end of a word to make it past tense. Allow the students to write in the answers to each blank.
Slide 15-17	Irregular verb practice. Introduce the four irregular verbs we will be focusing on this class, and explain that there is no real rule to follow when making the verbs past tense, we just have to remember.
Slide 18	Sentence practice. Open up a whiteboard and rewrite the sentences twice so that each student has an opportunity to write their answers and practice creating past tense verbs. This is crucial for their homework.
Slide 19	Practice slide. Allow the students to practice using the irregular verb in a sentence.
Slide 20-25	Fruit book. Take turns reading each page of the book and relate the book back to a healthy lifestyle and keeping in shape. How do fruits do that for us? Focus on page 10 that states how fruits have vitamins. Discuss how these help us.
Slide 26	Review slide. Read this slide and go back to previous slides to reinforce what was covered.
Slide 27	Homework slide. Introduce the homework. If time permits, complete the homework with the students. Allow them to pick their own verb to write a

	sentence about.
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