

# ESLAO LESSON PLAN 6-5

Author: Marissa Quintigliani

Unit: 6

Module:

Lesson: 5

## Learning Goals:

- 1) OO Words
- 2) Writing the ending of a song
- 3) More simple past irregular verbs

## Resources:

Name	Description	File
Teacher Presentation	Teacher uses this presentation as a shared document or application in live class	ESLAO-6-5-Slides
Student Presentation	Student can download this presentation before the class begins	ESLAO-6-5-Slides-Student
Worksheet	Student will download this before class and complete it during the lesson	ESLAO-6-5-Worksheet
Picture Book/Poem/Song:	Student can download and pre or post read it for extra reading activity	Poem Within the slides ESLAO-6-5-Video-Ants-Go-Marching ESLAO-6-5-Video-Row-Row-Row-Your-Boat

## Agenda:

Topic	Slides	Estimated Time
Overview of Lesson	1-2	2 minutes
"Oo" Sound Review	3	3 minutes
"Oo" Words	4-11	5 minutes
Writing the End of a Song	12-14	10 minutes
Introduction of Irregular Verbs	15-16	10 minutes
Irregular Verbs Practice	17-18	15 minutes
Read and Apply Poem	19-20	10 minutes
Review and Homework	17-18	5 minutes

## Extra time:

Complete homework with the students	5-10 minutes
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## Instructional Strategies

Slide 1	Re introduce to Keeping in Shape, discuss the photos on the first slide, and how these can keep you healthy. What does exercise equipment do? What does
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	running do to our bodies?
Slide 2	Learning Goal overview. Talk about the new sound we will be learning about today. Talk about songs, what their favourite ones are and if they like to sing. Ask if they remember what past tense irregular verbs are.
Slide 3	Introduce the "Oo" sound. Review the sound of the letter O, and ask them to guess what sound the two letters together make.
Slide 4	Read the question together, and allow the students to think independently of words that have the "Oo" sound in them. If they are unable to think of words, prompt them with hints – allow them to come to the conclusions.
Slide 5 and 6	Fill in the blanks with the students. Remind them that we are focusing on "Oo" words, so the blanks should contain those letters. Refer to the photos on the slide as prompts when writing the words. Match the photos to the words.
Slide 7-8	Review these words with the students. Ensure they realize the words do not contain two O's, however they make the same sound as words that contain two O's. Slide 8 is an answer slide.
Slide 9	Fill in the sentences together. Allow the students time to think of the proper word to fill in the blank. Use the photos on the slide as prompts when thinking of proper words. Each of the sentences is an activity that will keep you active. Ask the students how each activity keeps us active.
Slide 10	Ensure the students have ample time to write their own sentence using a new "Oo" word. The photos are prompts if they cannot think of a word.
Slide 12-14	Writing the end of a song. Ask the students if they are familiar with these songs, sing the songs or chant together. If the students are unaware of the songs, complete the blanks with them. On slide 14, allow the students to come up with a song they know. This song should be easier – as they are picking it. If more room is needed to write the song, open up a whiteboard. You can listen to the songs together using the video's if students are unfamiliar with them.
Slide 15-16	Review of irregular verbs. Read the improper sentences together to distinguish if the proper tense of the word is being used – does it sound correct? In addition, always tie the sentence to the activity. How does this activity keep us active? Have you done this activity before?
Slide 17	Fill in the blanks with the students one at a time, then review them all. The verb is in the brackets, and the students are to use the past tense of the verb in the blank.
Slide 19-20	Take turns reading the poem aloud. Discuss hiking, have they hiked before? Tell a story about a time you went hiking. How is hiking different than going for a walk? How does hiking keep us active? Slide 20 is a review slide. Tie in the questions and if time allows, ask the students to type their answers.
Slide 21-22	Review and homework slides. Go back to previous slides if needed to reinforce what was said. Introduce the homework as well, and if time permits – complete the homework with the students.