

# ESLAO LESSON PLAN 6-8

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Unit: 6

Module:

Lesson: 8

## Learning Goals:

- 1) "Oo", "Ow" and "Ou" words
- 2) Describing a photo (Am/Is/Are)
- 3) Comparative and Superlative
- 4) Phrases "shall we" and "how about"

## Resources:

Name	Description	File
Teacher Presentation	Teacher uses this presentation as a shared document or application in live class	ESLAO-6-8-Slides
Student Presentation	Student can download this presentation before the class begins	ESLAO-6-8-Slides-Student
Worksheet	Student will download this before class and complete it during the lesson	ESLAO-6-8-Worksheet
Picture Book/Poem/Song:	Student can download and pre or post read it for extra reading activity	Within the slides

## Agenda:

Topic	Slides	Estimated Time
Overview of Lesson	1-2	2 minutes
"Ou/Ow/Oo" Sound Review	3	3 minutes
"Ou/Ow/Oo" Words Guessing Game	4-11	15 minutes
Describing a photo using Am/Is/Are	12-16	10 minutes
Comparative and Superlative	17-20	10 minutes
Shall we and How about...	21-24	10 minutes
Poem	25-26	5 minutes
Review and Homework	27-28	5 minutes
<b>Extra time:</b>		
Extra poem and discussion	29	5-10 minutes

## 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. Explain that this class will be a review of previous classes so that we can strengthen our understanding on what we have already learned. Ask what the students have enjoyed about the unit so far, and discuss what has been the most difficult learning goal for them so far.
Slide 3	Review the "Oo", "Ou" and "Ow" words, ask the students to name one word of each sound and to write it out. If this is a simple task for them, ask them to write as many words as they can that belong to each sound.
Slide 4-9	These slides begin a game you will be playing with the students. Read the description of the "Oo", "Ou" or "Ow" word and allow time for the students to think of and guess the word you are thinking of. After each question slide is an answer slide. This game is a practice for what they will be playing on slide 10.
Slide 10	This slide is the same sort of game you just played, however the students will be coming up with the hints for each photo. The photos on the slide are used as prompts, but be sure to explain to the students that they are permitted to use their own "Oo", "Ou" or "Ow" word if they can think of another. They will describe the word and the other students will guess what they are thinking of. Be sure to participate in the game.
Slide 11	This is a slide asking the students to write their own sentence using an "Oo", "Ou" or "Ow" word of their choice. Edit their sentences for spelling and grammar, as well as correctly incorporating their "Oo", "Ou" or "Ow" words.
Slide 12	Review the Am/Is/Are rules, and describe what the children in the photo are doing using these words. Try to have each student says a few sentences about what is happening in the picture. Answer the questions – what is she doing, what is he doing, what are they doing?
Slide 13	Here, the students can take turns filling in the blanks with the proper word. If they are having difficulty with this, open up a whiteboard and create more sentences for them to practice their Am/Is/Are skills.
Slide 14	This provides an opportunity for students to write their own sentence using am, is or are. The point of this slide is to utilize the word "am" – as they will not be using the word when describing what is going on in the photo on the previous slide.
Slide 15	Verbally discuss what is happening in this photo, again using the words am, is or are.
Slide 16	This is a transition slide. Introduce comparative and superlative, and review what we spoke about last class about the shorter and taller man. Who is tall? But who is taller?
Slide 17-19	This slide will be a review from last class as well – the photos on this slide are used to refresh what we previously learned about using the word "fast" to compare. However, this time the students will have to come up with who is "fast", "faster" and "fastest", what is "healthy", "healthier" and "healthiest". Slide 19 provides an opportunity for them to show their understanding visually by drawing as well as labeling.
Slide 20	Here, the students will simply write one sentence each using the word "strong". The words "strong", "stronger", and "strongest" are listed at the bottom of the page to prompt them if needed.
Slide 21-22	Transition slide. Slide 22 is a review of what we spoke about previously regarding "shall we" and "how about". This slide should be familiar to them and is simply used as a refresher. Discuss when to use "shall we" and "how about".
Slide	This is "shall we" and "how about" practice. The first slide allows for them to

23-24	create a sentence using "shall we" and answering their question using the word "how about" on the following slide. There are examples on each slide to prompt the students with what to do if they are having trouble.
Slide 25-26	These slides incorporate a poem into the lesson. This is used as reading practice and to tie in overall why playing outside keeps us active. The poem brings out that these activities make the boy happy. Ask the students what they like to do outside and how it makes them feel.
Slide 27-28	Review and homework slides. Review what we have learned and ask if there are any questions.
Slide 29	If there is extra time, take turns reading this poem with the students. There are questions on the slide to be used as discussion questions if time permits. What sorts of activities would keep us in shape? What would the students like to do?