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| ESLAO LESSON PLAN ESLAO 3.4 | | | |
| Author: | Marisa Lavoratore | Unit: | 1 |
| Module: | ESLAO | Lesson: | 4 |

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| Learning Goals: |
| 1. Phonics – B&P, D&T, C&G 2. Question words 3. Present tense 4. Singular and plural |

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| Resources: |  |  |
| **Nam** | **Description** | **File** |
| Teacher PDF slides | Teacher uses this presentation as a shared document or application in live class |  |
| Teacher Lesson plan | Teacher can use this document to prepare or prompt the lesson |  |
| Worksheet | Student will download this before class and complete it during the lesson |  |
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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Review phonics | 3 - 6 | 10 minutes |
| Review Question Words | 7 – 11 | 15 minutes |
| Review Present Tense | 12 - 14 | 10 minutes |
| Review Singular & Plural | 15 - 16 | 10 minutes |
| Review Writing a story | 17 - 18 | 15 minutes |
| **Extra time: See Worksheet.** | | |

**Instructional Strategies**

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| Slide  3-6 | Phonics: Review – Tongue Twisters  Discuss:   * Before the tongue twister, ask: What sound does \_\_\_\_ make? * What words do you know with \_\_\_\_ sound?   Strategy:   * Say tongue twisters * How many times can you say it in 30 seconds? * Who can say it fastest? * Why are tongue twisters so difficult? |
| Slide 7 | Question Words: Review  Discuss and write on the slide:   * What are question words? * What does a question sound like? Emphasize intonation. |
| Slide 8 | Question Words: Generate  Strategy:   * Take turns: * Choose a famous character and write questions that you would ask them during an interview (e.g. Harry Potter, Matilda, Godzilla etc.) |
| Slide 9 | Question Words: Generate  Strategy:   * Choose a superhero and write questions that you would ask them during an interview |
| Slide 10 | Question Words: Extend  Strategy   * Ask students to write questions that would give those answers |
| Slide 11 | Question Words: Challenge   * Generate questions with the answer “I don’t know” * Make it as funny and silly as you can |
| Slide 12 | Present Tense: Introduction  Strategy   * Ask students to write sentences using present tense; focus on affirmative, negative and question struction |
| Slide 13 | Present Tense: Review   * Read the sentences and emphasize structure and organization |
| Slide 14 | Present Tense: Extend  Discuss   * Read the sentences and correct the errors * Focus on verb and subject-verb agreement |
| Slide 15 | Present Tense: Let’s Write  Strategy   * Write 5 sentences in 5 minutes * Share your sentences with the class * Focus on subject-verb agreement |
| Slide 16 | Singular/Plural: Review  Strategy:   * Give students some words and ask them to write the plurals on the whiteboard – focus on different spellings s /es / ies   + Example: cat, church, fly |
| Slide 17 | Singular/Plural: Apply  Strategy   * Write sentences that answer these questions – check their spelling, subject-verb agreement and proper use of plurals |
| Slide 18 | Review   * Ask students if they have any issues with these concepts |
| Slide 19 | Homework   * Review the homework question, discuss examples |