

ESLAO LESSON PLAN ESLAO 4.1

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Module:	2	Lesson:	6

Learning Goals:

Students will:

- Learn to use the sound (ch)
- Learn how to brainstorm ideas about a topic
- Learn how to write sentences using before and after

Resources:

Name	Description	File
Teacher PDF slides	Teacher uses this presentation as a shared document or application in live class	Lesson 6_Animals Teacher PDF
Teacher Lesson plan	Teacher can use this document to prepare or prompt the lesson	Lesson 6_Animals Lesson Plan PDF
Worksheet	Student will download this before class and complete it during the lesson	Lesson 6_ Animals Worksheet PDF
Video	Video should not be shared before the lesson – the fun is watching it together	Super Duper Flea WMV

Agenda:

Topic	Slides	Estimated Time
Introduction	1-4	10min
Brainstorming	5-9	10min
Before and After	10-14	10min
Story	15-29	15min
Vocabulary	30-35	10min
Conclusion and Homework	36	5min

Instructional Strategies

Slide 1	Welcome students to Lesson 6 and tell students that we will be focusing on learning about new animals and new words.
Slide 2	Tell students that they will be participating in a talking activity. Ask students to talk about three of their favourite moments from the past week. Tell students a favourite moment is a time or thing that they really liked or enjoyed. Give the students examples from your own week.
Slide 3	Tell students they will be playing a game, the Wheel of Fortune. In this game students will be recalling vocabulary and facts about animals, colours, clothes and numbers. Share your desktop with the students. Desktop should be opened to the game website: eslgamesplus.com/animals-colours-clothes-numbers-english-vocabulary-game/ Play game with the students. Teacher will have control of the desktop screen and will prompt students for answers to the questions.
Slide 4	Discuss learning goals with students. Ask students to read the learning goals and tell students to remember these goals through the lesson.
Slide 5-6	Tell students that brainstorming about a topic is when you write down all the ideas, words or thoughts down on paper. They do not need to have an order. Ask students to brainstorm the topic: Animals
Slide 7	Tell students, Now that you have brainstormed, we need to make sense of all your ideas. We can do this by creating categories about the animals. Categories: <ul style="list-style-type: none"> • Animals that live on the ground • Animals that live in the water • Animals that can fly Ask students, could they have added more information to the brainstorm? What more can they include?
Slide 9	Tell students they have learned to brainstorm about a topic. Congratulate the students on achieving this goal.
Slide 10-12	Tell students that the word 'before' means that something happened prior the time of the event and 'after' means it happened in the time following the event. Ask students to think about the following sentences and the activity in the sentence. Does this activity happen before or after the event? Fill in the blanks. Discuss why these events occur before or after. <ol style="list-style-type: none"> 1. Before 2. After 3. Before 4. Before 5. Before 6. After 7. After 8. After 9. Before
Slide 14	Tell students they have learned to use before and after in sentences. Congratulate the students on achieving this goal.
Slide 17	Pre-Reading Activities Ask students to look at the title and illustration on the front cover of the picture book. Ask students the following questions and share their answers: <ul style="list-style-type: none"> • What do they think this story is about? • What does Super Duper mean?
Slide 18	Go through the new vocabulary in the story with the students. Clarify the definition of each word and help students place the word in a sentence. Ask students to match the word to the picture.
Slide 27	Post - Reading Activities Ask students to circle all the words with the 'ch' sound. Underline the adjectives in red. Remind students that an adjective is a describing word. Underline the verbs in green. Remind the students that a verb is an action word.
Slide 28	Ask students to brainstorm the events in the story. What can the students remember?
Slide 29	Ask students to think about who Super Duper Flea bit in the story. Label each character from 1 to 9 in the order that the flea bit them.
Slide 31	Ask students to think about all of the 'ch' words they can think of. If you have more than one students in your class, have a competition and write down as many 'ch' words in 1 minutes. If you have one students, give them 1 minute to write down as many 'ch' words.

Slide 32-34	<p>Ask students to say the 'ch' vocabulary word.</p> <p>Ask students to define the word. Can they use the word in a sentence? If students have not heard of the word, share your desktop and find the definition of the word together, as well as an image. (Use Oxford Online Reference)</p> <p>Draw an image of the vocabulary word.</p>
Slide 35	Tell students they have learned about 'ch' words. Congratulate the students on achieving this goal.
Slide 36	<p>Tell students that they will need to complete the following homework and have it ready to discuss in the next class.</p> <ol style="list-style-type: none"> 1. Think about the main character in the story. How do the pictures and words describe him? Draw a picture and write two sentences describing the Super Duper Flea. 2. Write two sentences using your new vocabulary words either from the story or the 'ch' words. Encourage students to use before and after in their writing.