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| ESLAO LESSON PLAN ESLAO 4.1 | | | |
| Author: | Kiran Venkani | Unit: | 4 |
| Module: | 2 | Lesson: | 8 |

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| Learning Goals: |
| Students will:   * Learn to use sounds (th) in speech and sentences. * Identify the subject, verb and object in a sentence. |

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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher PDF slides | Teacher uses this presentation as a shared document or application in live class | Lesson 8\_Animal Kingdom Teacher PDF |
| Teacher Lesson plan | Teacher can use this document to prepare or prompt the lesson | Lesson 8\_Animal Kingdom Lesson Plan PDF |
| Worksheet | Student will download this before class and complete it during the lesson | Lesson 8\_ Animal Kingdom Worksheet PDF |
| Video | Video should not be shared before the lesson – the fun is watching it together | The Little Yellow Chicken WMV  We Are Chickens WMV |

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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Introduction | 1-3 | 7 |
| Nouns, Verbs and Adjectives | 4-6 | 10 |
| Story | 7-27 | 30 |
| Vocabulary | 28-35 | 13 |
| Homework | 36 | 5 |
| Final Thoughts | 17 | 5 |
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**Instructional Strategies**

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| Slide 1 | Welcome students to Lesson 8 and tell students that we will be focusing on learning about new animals and new words. |
| Slide 2 | Watch the video ‘We Are Chickens’ as a class.  Talk about the song with the class. What was this song about? Did you enjoy listening to the song?  What are the chicken’s singing about? |
| Slide 3 | As a class, read through the student learning goals. Tell students that the focus will be on vocabulary and sentence structure. |
| Slide 4 | Read the poem ‘Party Chicken.’ |
| Slide 5 | Ask students, ‘what was this poem about?’  Ask students to explain what a noun, verb and adjective are and the purpose of these in sentences?  Ask students to underline and circle the nouns, verbs and adjectives. |
| Slide 6 | Congratulate the students on achieving their goals. |
| Slide 9 | Ask students to explore the pre-reading activities.  What do you think the story is about? Why is the chicken yellow? What words describe the chicken? |
| Slide 24 | Ask students to explore the post-reading activities. Discuss each question with the students and prompt students when needed.  How would you describe the little yellow chicken’s friend? How did the chicken prepare for the party? Think of four describing words for the little yellow chicken. |
| Slide 25 | Explore the creative thinking activity with students. Ask students to continue the story of the little yellow chicken. What happens to the little yellow chicken after the end of this story? |
| Slide 26 | Brainstorm some ideas as a class. |
| Slide 29 | Ask students to circle the ‘th’ words in the story ‘The Little Yellow Chicken.’  Ask students to choose four sentences from the story and identify the nouns, adjectives and verbs. |
| Slide 30 | Vocabulary competition game – have students list as many th words as they can in one minute |
| Slide 31-33 | Review the new th words. Have students write a definition for each word. |
| Slide 34 | Ask students to choose five words from the vocabulary list or from the circled ‘th’ words.  Write five silly sentences. Each sentence must have a noun, adjective and verb. |
| Slide 36-37 | Review the homework and worksheet with the students. Ask students if they have any questions or issues about the lesson or the homework. |