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| ESLAO LESSON PLAN 5-1 | | | |
| Author: | V.Bianchi | Unit: | 5 |
| Module: | 3 | Lesson: | 1 |

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| Learning Goals: |
| 1. Sounds (ee) 2. Using the word “could” in speech 3. Conversation topics and taking turns 4. Keeping our bodies healthy |

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

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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Introduction and Learning Goals | 1-2 | 5 minutes |
| What sound does “ee” make? | 3-4 | 5 minutes |
| Story | 5-12 | 10 minutes |
| Keeping Clean and Word Hunt | 13-14 | 5 minutes |
| Could you? Would you? | 15-16 | 10 minutes |
| Conversations | 17-22 | 15 minutes |
| Story Telling | 23-24 | 10 minutes |

**Instructional Strategies**

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| Slide 1 | Introduction slide, You can introduce the topic and ask students if they have any predictions about what they think the unit will be about |
| Slide 2 | Go through the learning goals with students and ensure that they know the vocabulary words presented? This would be a good time to review long and short vowel sounds with students prior to beginning. Make note of students who do not have any prior knowledge of vowels and vowel sounds. |
| Slide 3 | Introduce the long vowel sound “ee”. Ask them if they know of any words that make that sound?  Go through the list with students and have them repeat the words back to you. Do any students know any other words that make this sound? |
| Slide 4 | Students can share words that have the double (ee) sound  Other words to share: feed, deep, seem, free, need, seed, tree, bee, speech, queen, three, week, cheek, meet, agree, disagree…etc. |
| Slide 5-12 | This is the story, students should be listening for long “ee” words and recording them in their notebooks. At the end you will ask students for the words that they saw or heard. |
| Slide 13 | At this stage, ask students to share the words they found. Great work! Have them discuss the ways that we can take care of our bodies and keep them clean? This is an opportunity for students to practice speaking and for you to model asking questions in conversations. |
| Slide 14 | Tongue twisters! This is an opportunity for students to be silly and practice making the long “ee” sound. Each student should get an opportunity to say each of the tongue twisters. Make this super fun, it can be a race, it can be a tournament or even a challenge “say these without laughing” |
| Slide 15 | Could you, would you?  Ex. Could it rain today?  It could also be something that has already happened (past tense)  Ex. Vanessa could swim by the time she was three.  Have students asks questions about the photo on the right that use could? Ex. Could the man using crutches pick the book up by himself? |
| Slide 16 | https://learnenglishkids.britishcouncil.org/en/grammar-practice/modals-could-and-couldnt  This is a quick refresher of the “could” and “would” rules for your reference. |
| Slide 17 | Conversations: the various roles in conversations and that conversations are a give and take. A see-saw |
| Slide 18 | http://thesocialexpress.com/teaching-child-start-conversations-3-brilliant-basics/  **Asking questions.** When practicing the asking questions step “w” words like who, what, when, where, and why (also, how) are great questions!  On the next slide you will see a picture, let’s take turns asking questions about it! |
| Slide 19 | The photo that they can ask questions about. You may want to give them some time to ask questions in their notebooks first. |
| Slide 20 | Making comments: following up in conversations means commenting on what the person has said. They can use the questions they just created to make “follow up” comments on each other’s questions. |
| Slide 21 | Adding in comments to the comic strip, this is a good time to start prepping the students for making their own comic strips. You may want to talk a little but about story lines here so that they can start to think about theirs. Have them fill in the bubbles with comments and questions they think the characters might be asking each other. |
| Slide 22-23 | Telling stories. Here they should be brainstorming topics for their own stories. Depending on time, you may want to write a story together or you may just have them brainstorm ideas for their homework. |
| Slide 24 | Recap everything that you went over in class and give homework. |

Homework: comic strip story that should include a question, a comment and the use of the word should.