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| ESLAO LESSON PLAN 5-6 | | | |
| Author: | V. Bianchi | Unit: | 5 |
| Module: | 3 | Lesson: | 6 |

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| Learning Goals: |
| 1. Recognize “oo” sounds 2. Use repetition in song 3. Categorizing words by theme 4. Use prepositions (inside, outside) |

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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 for homework. |  |
| Video | Download and play the video song for the students. |  |

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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Introduction and review of homework | 1-2 | 5 minutes |
| “OO” Family words | 3-4 | 10 minutes |
| Cooking Story | 5-11 | 10 minutes |
| Repetition | 12 | 10 minutes |
| Sorting by theme | 13-16 | 10 minutes |
| Prepositions | 17 | 10 minutes |
| Review and homework assignment | 18 | 5 minutes |

**Instructional Strategies**

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| Slide 1 | Introduction to learning goals and review of homework from last class. Take up any questions and work from last time. |
| Slide 2 | Review the learning goals with students |
| Slide 3 | Introduce the “oo” sound and words within the family through the word family diagram. Have students practice saying the words out loud and really exaggerate the sound |
| Slide 4 | Play “Chutes and Ladders” “oo” sound with students. You can have the master board and use an online die for students to “roll”. Use your pen or highlighting tool to indicate where students are on the board. |
| Slide 5-11 | Read the story out loud to students. Ask them if there are any recipes that they like to “cook” while in the kitchen. Did they spot any “oo” words in the story? Have students take turns reading different pages of the story out loud. |
| Slide 12 | Repetition through song. Play the video song Peanut Butter and Jelly.  Have students sing the song a second time along with the video. Repetition through song can help students to continue to develop their language skills. Do they know any songs that have a lot of repetition? |
| Slide 13 | Students are introduced to the idea of grouping based on theme. Themes help to organize information into groups that are the same. Ask students if they can guess the theme of each of these groupings. We can connect this to the Canadian health food guide that groups healthy eating into food groups (categories) |
| Slide 14 | Have students identify themes that things are sorted into eg. Sports, foods, size, colour, etc and see if they can group the items on the slide. Can they get things from in their homes and group them? Ex. Things you use in the washroom: toilet paper, comb, toothbrush… |
| Slide 15 | Continued practice using various themes. Have students say each word and which group it should be placed under. |
| Slide 16 | More sorting by theme practice. Have students identify a possible theme and which items from the picture should be placed under that theme. |
| Slide 17 | Common prepositions. Go through the extensive list with students and create a simple and fun game with two objects that they find in their house. For example a student might run and get an eraser and a pencil. As you say the preposition students should try to follow along with their objects. In this example the student might say, The pencil is on her nose and the eraser is in a box. Allow for students to explore the idea and see if they can come up with their own combinations for other students to follow along with. |
| Slide 18 | For the first picture, Have students group items by those that are found outside and those that are found inside. Have students say the names for each of the objects. For the second picture have students describe all the objects in the picture using prepositions. Ie: The ball is on the table. |
| Slide 19-20 | Review what students have learned. Conclude and assign homework |