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| ESLAO LESSON PLAN 1-1 | | | |
| Author: | Marissa Quintigliani | Unit: | 6 |
| Module: |  | Lesson: | 2 |

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| Learning Goals: |
| 1. EA Words 2. Simple past tense overview 3. Irregular Verbs |

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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | Unit6Lesson2Teacher.pdf |
| Student Presentation | Student can download this presentation before the class begins | Unit6Lesson2Student.pdf |
| Worksheet | Student will download this before class and complete it during the lesson | Unit6Lesson2Worksheet.docx |
| Picture Book/Poem/Song: | Student can download and pre or post read it for extra reading activity | None |

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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Overview of Lesson | 1-2 | 2 minutes |
| “OY” Sounds Review | 3 | 5 minutes |
| “EA” Words Introduction | 4-9 | 10 minutes |
| “EA” Words Practice | 10-12 | 5 minutes |
| Regular Verbs Past Tense | 13-15 | 15 minutes |
| Irregular Verbs Past Tense | 16-20 | 15 minutes |
| Poem | 21 | 3 minutes |
| Review | 22 | 5 minutes |
| **Extra time:** | | |
| Complete homework with the students |  | 5-10 minutes |

**Instructional Strategies**

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| Slide 1 | Re introduce Keeping in Shape, discuss the photos on the first slide, and how these can keep you healthy. What does exercise equipment do? What does running do to our bodies? |
| Slide 2 | Learning Goal overview. Talk about what word sounds they went over last class. What letters make up the “OY” sound? What letters make up “EA” sound? |
| Slide 3 | Review of “OY” and “OI” words. What words can the students come up with? Allow them to type or write in the words. Ensure spelling is correct and the students say the word out loud that they wrote down. |
| Slide 4 | Introduce the “EA” sound. Reflect on the questions on the slide. Take time to examine them; allow them to come to the conclusion of what sound the letters E and A make when they are together. (There are two answers). |
| Slide 5 | Introduce the first sound that “EA” makes when they are together. This is a short E sound. Review the spelling of the words and reflect on the photos on the slide that coincide with the words. Allow them to match the word with the picture if time permits. |
| Slide 6 | Use the new EA words in a sentence. Ensure spelling is correct. Always tie the sentences into a healthy lifestyle and keeping in shape. How do these foods allow us to keep in shape? |
| Slide 7-8 | Review the short E sound. This sound is easier than the following sound, long E. Compare beach and bread. How do they sound different? Ask questions like. How can the beach keep us active? |
| Slide 9 | Take the time to name each photo and identify the “EA” sound in each word. How do you spell the words? Allow opportunity to spell each word if time permits. Open up a new whiteboard and ask students to write the words. |
| Slide 10-12 | “EA” Practice slides. Read each title for the students and explain the activity that they are to do. Ensure they have proper practice of using “EA” words before turning to the following slide. |
| Slide 13 | Review – what is a verb? Ensure the students understand it is an action word. Talk about examples of action words. They should have already covered regular verbs – review this and introduce the concept of irregular verbs. |
| Slide 14-15 | Regular verb practice. Review adding “ED” on the end of a word to make it past tense. Allow the students to write in the answers to each blank. |
| Slide 16 | Introduce irregular verbs. Read them off the slide, or allow the students to read them. Ask them how they would turn the words into past tense. If we add “ED” does it sound correct in a sentence? |
| Slide 17 | This is an answer slide. Show the answers to creating past tense irregular verbs. Form verbal sentences for the students to see the difference when using an irregular verb properly. (Ex. I ate an apple. I eated an apple, what sounds correct?) |
| Slide 18 | Practice slide. Allow the students to practice using the irregular verb in a sentence. |
| Slide 19 | Take your time on this slide, the students will need time to think of verbs. Perhaps prompt them with actions, help them to think of other irregular verbs. Ensure them that there is no clear rule to creating past tense irregular verbs, we just have to remember the spelling. |
| Slide 20 | Practice writing a sentence with an irregular verb of their choice. Perhaps open up a whiteboard for this slide to allow more room for writing or typing their answer. |
| Slide 22 | Review slide. Read this slide and go back to previous slides to reinforce what was covered. |
| Slide 23 | Homework slide. Introduce the homework. If time permits, complete the homework with the students. Allow them to pick their own verb to write a sentence about. |