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| ESLAO LESSON PLAN 1-1 | | | |
| Author: | Marissa Quintigliani | Unit: | 6 |
| Module: |  | Lesson: | 4 |

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| Learning Goals: |
| 1. EA, OY, and IE Words 2. Review of simple past tense verbs 3. Review of the five senses 4. Review of predicting events 5. Review of the Fruit book - application |

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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | Unit6Lesson4Teacher.pdf |
| Student Presentation | Student can download this presentation before the class begins | Unit6Lesson4Student.pdf |
| Worksheet | Student will download this before class and complete it during the lesson | Unit6Lesson4Worksheet.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, “EA”, “IE” Sounds Review | 3 | 3 minutes |
| Sound and Picture Practice | 4 | 5 minutes |
| Sentence Practice/Hangman | 5-6 | 10 minutes |
| Five Senses Practice | 7-9 | 10 minutes |
| Predicting Events | 10 | 5 minutes |
| Irregular Verbs | 11-14 | 15 minutes |
| Fruit and Application | 15-16 | 5 minutes |
| Review and Homework | 17-18 | 5 minutes |
| **Extra time:** | | |
| Complete homework with the students |  | 5-10 minutes |

**Instructional Strategies**

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| Slide 1 | Re introduce to 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 for the last few classes. What sound does each group of letters make? What do they remember from each class? |
| Slide 3 | Review of “OY”, “IE” and “EA” 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 | Review the photos on the slide together and name them together orally. Then allow each student an opportunity to fill in the boxes beside the pictures with the corresponding word – ensure spelling is correct. |
| Slide 5 | Fill in the sentences with the students, if you believe they are independent, allow them to fill in the blanks on their own and then reread the sentence out loud to the class. Correct pronouncing. |
| Slide 6 | Time to play a game – take the time to practice the new words with the Hangman game. Show how to play the game by completing the first round, and going over the rules of the game. |
| Slide 7-8 | Review of the five senses. Allow time for the students to reflect on the picture – what is happening? What would they smell, feel, hear, taste (if they were eating snacks outdoors). |
| Slide 9 | Think about the scene pictured – ask the questions on the slide and allow time for discussion. What do the students do as a healthy activity in their spare time? Allow time to share experiences. |
| Slide 10 | Predicting events. Talk about the photo on the slide, what is happening in the picture, what do you think happened before the photo was taken? Then take time to brainstorm what would happen after. If time permits, allow the students to draw a picture of what would happen. What healthy activity is she doing? |
| Slide 11-14 | Allow time to cover these slides – this is information packed and could be difficult to grasp. Review the irregular verbs the students learned in the past classes and ensure they understand the meanings of the words. Go through the questions on the slides, work together to fill in the blanks in the sentences and read the sentences out loud once they have been completed – how do they sound? This would be a good time, if there is an error made – to use peer corrections. If a sentence is incorrect, allow another student to point out the mistake and have them explain what is wrong with the sentence. |
| Slide 15 | Review the book that was read last week – what did we learn? Read the question on the slide and allow for time for the students to write their responses. Use the secondary questions on the slide as prompts if the students cannot think of 5 facts about fruits. |
| Slide 16 | This is more of a fun slide as there has been much writing in this lesson. Allow the students to reflect on what fruit they would like to try – have them spell the word properly and draw the fruit. |
| Slide 17-18 | Review and homework slides. Go back to previous slides if needed to reinforce what was said. Introduce the homework as well, and if time permits – complete the homework with the students. |