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| STAGE 2 LESSON PLAN 1-1 |
| Author: | Asia Dietrich | Unit: | Food |
| Module: | 1 | Lesson: | 1 |

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| Learning Goals: |
| * Saying the ‘sh’ sound
* New food vocabularly
* Using the ‘sh’ sound in sentences
* Using “and”, identifying capitalization and periods
* Introduction of simple multiple clause sentences
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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson1-teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson1-students.pptx |
| Worksheet | Student will download this before class and complete it during the lesson | Correct the Capitals Worksheet.pdf |
| Songs:  | Student can download and pre or post read it for tutoring | SH Song.mp4SH Sound Phonics Video.mp4Fruits and Vegetables That Evolved Into Different Creatures.mp4 |

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| Agenda: |
| **Topic** | **Slides** | **Estimated Time** |
| All About Me | 2 | 2 minutes |
| All About You | 3 | 5 minutes |
| Learning Goals | 4 | 2 minutes |
| The SH Sound  | 5-9 |  7 minutes |
| Fruits and Vegetables that Evolved Into Different Creatures | 10 | 7 minutes |
| Capitals | 11-14 | 12 minutes |
| Periods  | 15-16 | 7 minutes |
| Pizza | 17 | 7 minutes |
| “and” | 18-20 | 6 minutes |
| Review and Homework  | 22-23 | 5 minutes |
| **Extra time: slides 19-20 identification game, story telling activity on Correct the Capitals Worksheet.docx** |
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**Instructional Strategies**

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| Slide 2 | Introduce yourself to the students. These are some prompts, but feel free to add more so the class can get to know you better.  |
| Slide 3 | Pose these questions to the students.  |
| Slide 4 | Go over the learning goals. |
| Slide 5 | Demonstrate how to pronounce the SH sound. Really emphasize your mouth movement so the students can see it in the video. Put out your lips a little. Put air out of your mouth to make the “sh” sound. Have students make the sound individually.   |
| Slide 6-7 | Say each word, articulating it clearly. Then say the word again, in a more natural way. Read the sentence accompanying the word. Instruct the students to repeat the word, chorally and then individually. Then, instruct the students to repeat each sentence, chorally and then individually.  |
| Slide 8 | Read over the SH food words |
| Slide 9 | Read aloud the minimal pairs and enunciate the words so the students can hear the difference in pronunciation.  |
| Slide 10 | Play “Fruits and Vegetables that Evolved Into Different Creatures.mp4” Make sure to stop video for discussion. Talk to the students about the type of vegetables featured in the video. |
| Slide 11-12 | Read over and explain the slide. |
| Slide 13 | Read this passage over to the students. Give students time to complete the worksheet. Ask students to volunteer the corrections. Ask them why they made the specific capitalizations.  |
| Slide 14 | Read the poem with the students first. Then have them circle all the capital letters.  |
| Slide 15-16 | Read over and explain the slide. |
| Slide 17 | Discuss what toppings will be put on the pizza using the whiteboard. Have students draw the toppings on the pizza. |
| Slide 18-19 | Read over and explain the slide. |
| Slide 20 | Read each statement. Remind the students when “and” is required. Alternate between each student for the questions. Have them do it orally. |
| Slide 21-23 | Extension game if you have time Explain what “desserts” means (a sweet course usually served at the end of a meal) and junk food (food that has low nutritional value, typically produced in the form of packaged snacks needing little or no preparation). Have students circle the unhealthy food. Then, go over each of the foods and give the English word for each graphic. Explain what “fruits” means (a sweet product of a tree or other plant that can be eaten as food). Have students circle the fruits. Then, go over each of the foods and give the English word for each graphic.  |
| Slide 22-23 | Review and Homework  |