|  |
| --- |
| STAGE 2 LESSON PLAN 1-12 |
| Author: | Asia Dietrich | Unit: | Food |
| Module: | 1 | Lesson: | 12 |

|  |
| --- |
| Learning Goals: |
| * Review the ‘sn’, ‘ur’ ‘ar’ and ‘st’ words
* Perform our song or poem
* Compound words
* “His”, “hers”, “its”, “more”, “most”, “and”, “or”, “but”, “because”, “there was” and “there were”
 |

|  |  |  |
| --- | --- | --- |
| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson12-teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson12-students.pptx |
| Worksheet | Student will download this before class and complete it during the lesson | Story Picture Ice Cream Cat.pdf |

|  |
| --- |
| Agenda: |
| **Topic** | **Slides** | **Estimated Time** |
| Learning Goals | 2 | 2 minutes |
| Homework  | 3 | 5 minutes |
| More and most  | 4-5 | 7 minutes |
| There was/were  | 6 | 5 minutes |
| Fruit pie  | 7 | 3 minutes |
| And, or, but, because  | 8 | 4 minutes |
| His, hers, its  | 9 | 4 minutes |
| Remember the picture  | 10-11 | 4 minutes |
| Scavenger hunt | 12 | 4 minutes |
| Remember the picture  | 13-14 | 5 minutes |
| Cat + ice cream | 15 | 5 minutes |
| Spelling  | 16-19 | 5 minutes |
| Food  | 20-25 | 5 minutes |
| Perform  | 26 | 5 minutes |
| Review | 29 | 1 minute |
| **Extra time: slide 27-28 What makes bread? Tongue twister****“Amazing Watermelon Art.mp4” Play the video, stop and discuss the designs periodically, and have the students draw a design on the whiteboard.**  |

**Instructional Strategies**

|  |  |
| --- | --- |
| Slide 2 | Go over learning goals.  |
| Slide 3 | Take up crossword.  |
| Slide 4-5 | Explain slideDo questions orally. Alternate between each student.1. more 2. more 3. most 4. more 5. most  |
| Slide 6 | Do questions orally. Alternate between each student.1. There were 2. There was 3. there were 4. there were 5. There were 6. There were  |
| Slide 7 | Ask students what fruit they would add to the pie, and why they like that fruit. The fruit of their choice may not be featured in the photo.  |
| Slide 8 | Do questions orally. Alternate between each student.1. because 2. but 3. because 4. because 5. or 6. and 7. but  |
| Slide 9 | Do questions orally. Alternate between each student.1. his 2. hers 3. hers 4. his 5. his 6. its 7. her |
| Slide 10-11 | Remember the picture 1. was 2. was 3. were 4. were 5. were 7. were 8. was 9. was 10. was  |
| Slide 12 | Go over each kitchen utensil. Get the students to look around their kitchen and make a list of what they could find from this list. Make sure to tell them not to bring the items because of safety (the knives).  |
| Slide 13-14 | Do questions orally. Alternate between each student.cup, fire, ground, teacher, books, backpack top, corn, box, berries, ward, board, brush, board, day  |
| Slide 15 | Tell students to download the pdf format handout “Story Picture Ice Cream Cat.pdf”. Do the paragraph during class. Provide prompts, like, “Why did she drop her ice cream?” or “Is that her cat?” Get one student to write one sentence on a big piece of paper. Then, have another student write the next sentence, and so on until the paragraph is finished.  |
| Slide 16-19 | Get students to spell the words.  |
| Slide 20-25 | Get students to choose the requested food from the photos. Have them circle the pictures.  |
| Slide 26 | Get students to perform their poem reading/song singing live or play their video.  |
| Slide 29 | Review  |