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| Stage 2 LESSON PLAN 1-2 |
| Author: | Dietrich | Unit: | 1 |
| Module: | Food | Lesson: | 3 |

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| Learning Goals: |
| * New ‘cl’ words
* Using the ‘cl’ sound
* Using “or”, capitalization and punctuation
* Reading practice
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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson3-teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson3-student.pptx |
| Worksheet | Student will download this before class and complete it during the lesson/after the lesson for homework | Capitalization and Punctuation Practice Worksheet.pdfHomework CL Fill in the Blank Worksheet.pdf |

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| Agenda: |
| **Topic** | **Slides** | **Estimated Time** |
| Learning Goals  | 2 | 2 minutes |
| Take up homework  | 3 | 5 minutes |
| Roll the dice activity | 4 | 5 minutes |
| Pronouncing the “CL” sound  | 5-7 | 7 minutes |
| Match the picture to the word | 8 | 3 minutes |
| Capitalization and punctuation Worksheet | 9 | 10 minutes |
| Animal to the food they eat  | 10 | 5 minutes |
| Using or  | 11-12 | 10 minutes |
| Grow, Vegetables, Grow Story  | 13-22 | 10 minutes |
| Review & Homework | 24-25 | 3 minutes |
| **Extra time:** |
| Counting  | 23 | 5 minutes |

**Instructional Strategies**

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| Slide 2 | Take up homework. Review each food.  |
| Slide 3 | Go over learning goals |
| Slide 4 | Roll the digital die, and go around to each student having them answer one of the two questions depending on the number rolled. You may participate as well.  |
| Slide 5-7 | Demonstrate how to pronounce the CL sound. Really emphasize your mouth movement so the students can see it in the video. This is a blended sound. To pronounce the “c” sound, push tongue to the roof of the mouth while keeping the front of the tongue down behind the bottom teeth. To pronounce the “l” sound, the tip of the tongue is placed against the middle of the tooth ridge. The sound is created when air travels alongside the tip of the tongue, between the front of the tongue and the side teeth. Have students make the sound individually.  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 | Draw a line connecting the picture to the word. If they don’t know the word, tell them to look it up and then find the picture.  |
| Slide 9 | Get students to open the “Capitalization and Punctuation Worksheet.pdf”. Read each statement. Remind the students where and when capitals and periods, question marks, or exclamation points are required. Alternate between each student for the questions.  |
| Slide 10 | Say the word for each animal, and say the word for each food. Get the students to draw a line connecting the animal to the food. Rabbit=carrot mouse=cheese lion=meat panda-bamboo  |
| Slide 11-12 | Read over slide. Read each statement. Remind the students when “or” is required. Alternate between each student for the questions. Have them do it orally. |
| Slide 13-22 | You read a sentence. Make sure you emphasize the intonation for the punctuation. Then get one students read it out loud. They try to imitate/echo the way the you read the text. Alternate between students. Ask the questions orally and have students answer. |
| Slide 24-25 | Review what was learned for the lesson. Explain homework. |