|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher’s Name  **Fullerton, James** | Grade  **1st** | | Age  **6-7** | Proficiency Level  **Beginner-Intermediate** |
| Overall Goal and Purpose of the Lesson  **Introduce short ă phonemes to Spanish speaking ESL students.** | | | | |
| Targeted Phonics Skills  **Phonemic segmentation.** | | TN ESL Standards  **R.1-2.2 Phonics: Demonstrate knowledge of letter recognition and letter sound correspondence.** | | |
| Targeted Reading Skills  **Identifying symbol to sound and words to pictures.** | | TESOL Standards  **Goal 2 Standard 3-To use English to achieve academically in all content areas. Students will use appropriate learning strategies to construct and apply academic knowledge.** | | |
| Reading Objectives  **Students will be able to blend phonemes.** | | Phonics Objectives  **Student will be able to focus on short ă sound.** | | |
| Phonics / Vocabulary Words  **and, bad, bag, bat, can, cap, Dad, gas, had, Hal, ham, hat, jam, man, map, Max, pal, pass, rag, tap, Val, van, a, has, the** | | | | |
| Reading Passage / Literature Title and Author  **“Val, Hal, Max, and Dad” by Sue Dickson. Illustrated by Maurie Manning**  **Cornerstone Phonetic Storybook 1 from the Cornerstone Phonics and Word Analysis series.** | | | | |
| Materials and/or Resources  **Book, laminated word cards, paper, pencil, word cards with images of objects containing short ă sound, word bank.** | | | | |
| Language Learning Strategies  **Teacher will show the students the title of the book and the illustration as a pre-reading strategy. Teacher will read of the vocabulary words prior to reading story and have students repeat. Teacher will listen and observe as students repeat and correct if necessary. Teacher will read aloud story and then read chorally with students.** | | | | |
| Method / Strategies for ESL Instruction  **Illustrations will be used as a pre-reading strategy. Students will be asked to identify objects in the photos prior to reading. Teacher will read aloud to students and then students will read chorally while teacher observes and listens.** | | | | |
| Set  **Teacher will give each student a slice of apple and demonstrate the short ă sound in the word apple and have students try to repeat it. Students will be shown a brief teacher-made video of ESL students who are farther along the continuum repeating words with the short ă sound.** | | | | |
| Procedures (Provide a step by step sequence of teacher instruction)  **Teacher will have symbol (ă) written on board for all students to see. Teacher will give each student a slice of apple and blend the phonemes contained in ‘apple’. Students will then watch a brief video of ESL students saying words containing short ă sound. Students will be reminded that words are made up of sounds and that they should listen for different sounds in words. Teacher will explain the sound the symbol makes. Students will be asked if they can think of words that have the short ă sound. Students will be asked to look around room to identify objects in the classroom that have the short ă sound. Teacher will have at least seven objects situated around the room. As students say objects teacher will write objects on the board.**  **Teacher will then show students word cards with objects that contain short ă. Teacher will pronounce each word and then have students repeat words. Teacher will then show and read to students the story’s title and illustration. Teacher will ask students to discuss what they see in the illustration. Teacher will show vocabulary words. First, the teacher will read vocabulary words to students blending each sound of the word. Then students will repeat words with teacher. Teacher will read each page and match words with objects in the illustration. Teacher and students will read chorally. At the end of the story students will be asked what happened in the story. Students will be handed three word cards, each containing one of the vocabulary words from the story. Students will be grouped in pairs and each student will test each other. Then students will be given a word bank containing ten words, five of which contain the short ă, and asked to find the five words. Students will then be given assignment of finding three words at home or in their regular classroom that have the short ă sound.** | | | | |
| Student Tasks  **Students will be asked to identify objects in the room that contain short ă sound and then objects on word cards. Students will read chorally with teacher when instructed to do so. Students will repeat vocabulary with teacher. Students will use laminated word cards to test a classmate. Students will scan word bank for words with short ă sound.** | | | | |
| Checks for Understanding  **Teacher will observe students and listen during the choral reading. Teacher will walk around classroom and observe students as they test each other with word cards. After reading teacher will ask questions about the story that was just read. Students will be checked to see if they can identify five words from a word bank that have the short ă sound.** | | | | |
| Group Work (if applicable)  **Students will be separated in pairs. Each student will be given three word cards with which to test their partner.** | | | | |
| Practice Tasks  **Students will be shown three word cards with a vocabulary word from the story and asked to identify word. Students will be given a word bank that contains five words with the short ă sound and asked to identify them.** | | | | |
| Enrichment and/or Extension in ESL Classroom  **Students will be given an assignment of finding three words with the short ă sound at home or in the regular classroom.** | | | | |
| Extension to Academic Language and Content Area Instruction  **Take knowledge from lesson and apply it in Reading and Language Arts class.** | | | | |
| Regular Education Classroom Extension (if applicable)—Indicate collaboration with classroom teacher  **Where possible, ESL teacher will coordinate lessons with classroom teacher. ESL teacher will have short conference once a week with classroom teacher to check students’ progress.** | | | | |