



ELL Lesson Template for Word Recognition

Group: _____

Date: _____

Oral Language: Vocabulary/Background Knowledge

Preview key vocabulary that will be used throughout the lesson.

- Visuals
 Realia
 TPR
 Oral sentence building
 Open discussion

Phonemic Awareness Focus

Book: Option to pick a week out of the appropriate grade level curriculum				
PA Skill	Focus	Week	Day	Accuracy

Phonics Instruction

<ul style="list-style-type: none"> • I DO: Model word building, targeting pattern/concept • WE DO: Teacher and student work with concept together • YOU DO: Student application - dry erase board, letter cards/tiles, or notebook <p>Materials:</p>	<p>Phonics Pattern(s):</p> <p>Words:</p> <p>Notes:</p>
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Application & Language Connection

Title: _____ New Repeated

Independent Partner

Notes:

Sentences for Dictation

1. _____

2. _____

Metalinguistic Focus:



ELL Lesson Template for Content Integration

Student: _____

Date: _____

Phonemic Awareness Focus

Content Focus:		
PA Skill	Focus	Words

Vocabulary Activities

Menu of Ideas for Vocabulary Instruction/Practice

When working with vocabulary activities, we want students to be engaging with the language domains of listening, speaking, reading and writing as much as possible. Ensure that the activities you choose each day offer a variety of ways for students to practice their language abilities.

Vocabulary Activities Ideas

Language Domains: Listening Speaking Reading Writing

- Picture sort
- Charades
- TPR
- Language Connections
- Connect 2 (use two pictures to make a sentence)
- Talk Around (display picture with sentence frame - discussion)
- Write Around (display picture with sentence frame - discussion - students write their sentence)
- Shared reading
- Shared writing
- Language Experience Approach (LEA)



Intervention Lesson Plan for Word Recognition

Group: *SAMPLE*

Date: _____

Oral Language: Vocabulary/Background Knowledge

Preview key vocabulary that will be used throughout the lesson.

- Visuals
 Realia
 TPR
 Oral sentence building
 Open discussion

Phonemic Awareness Focus

Book: *Kindergarten 2022*

PA Skill	Focus	Week	Day	Accuracy
<i>Medial Phoneme Isolation</i>	<i>CVC Words (a, i)</i>	<i>13</i>	<i>M-F</i>	<i>5/6</i>
<i>Blending</i>	<i>CVC Words (a, i)</i>	<i>13-14</i>	<i>varies</i>	<i>5/6</i>
<i>Segmenting</i>	<i>CVC Words (a, i)</i>	<i>13-14</i>	<i>varies</i>	<i>4/6</i>

Phonics Instruction

- I DO: Model word building, targeting pattern/concept
- WE DO: Teacher and student work with concept together
- YOU DO: Student application - dry erase board, letter cards/tiles, or notebook

Materials:

Letter Tiles - a, i, b, p, d, t
Dry erase board/marker, mirrors, mouth cards, sorting sheet

Phonics Pattern: *CVC words with short vowels a and i*

Words:

bat, bit, pat, pit, bad, bat, pad, dip

say and tap sounds, write and read words back

Notes:

Voiced/unvoiced sounds for students to review proper articulation: b/p t/d

Application & Language Connection

Title: *I Tap* ([Link to book](#)) New Repeated

Independent Partner

Notes:

Sentences for Dictation

1. *The bad bat bit the pad.*

2. *Pat dips the bad pad.*

Metalinguistic Focus:

Stopped sounds: b, d, t, p

Voiced: b, d

Unvoiced: t, p

**In Spanish these sounds can be represented with the same letters*



Intervention Lesson Plan for Content Integration

Student: *SAMPLE*

Date: _____

Phonemic Awareness Focus

Content Focus: *Science - fall words*

PA Skill	Focus	Words
<i>Initial Phoneme Isolation</i>	<i>Content Words</i>	<i>fall, apple, pumpkin, leaves, rain, corn, jacket, orange, yellow, branch, hay</i>
<i>Blending Syllables</i>	<i>Content Words</i>	<i>Pumpkin, hayride, yellow, pinecone, raincoat, football</i>

Vocabulary Activities

Menu of Ideas for Vocabulary Instruction/Practice

When working with vocabulary activities, we want students to be engaging with the language domains of listening, speaking, reading and writing as much as possible. Ensure that the activities you choose each day offer a variety of ways for students to practice their language abilities.

Vocabulary Activities Ideas

Language Domains: Listening Speaking Reading Writing

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Post Field Trip: Teacher and students will collaborate to write a LEA describing their shared experience. The teacher will write student ideas and guide conversation to include key vocabulary from the unit and support students as they grapple with English grammar and spelling.

This passage will become a shared reading text. Students will practice reading the passage over the course of several days and can suggest edits and additions.

This text can launch bridging activities to make cross-linguistic connections.