ESOL Lesson Plan Template

Teacher's Name: Jewerl Mabery	**Time/Block: K-2 Tiers A-C**
Week of: 2/24/25	**Grade/Class/Subject:** K-2/ESOL/ELA
Theme/Unit: Understanding Long and Short Vowel Sounds	

WIDA ELD Standards Statements

English language learners communicate for this purpose within the school setting:

• **ELD 1: Social & Instructional**	• **ELD 2: ELA**	• ELD 3: Mathematics	• ELD 4: Science	• ELD 5: Social Studies

Key Language Uses

• **Narrate**	• **Inform**	• **Explain**	• ~~Argue~~

Language Expectations/Objectives

- Identify and differentiate between long and short vowel sounds.
- Read and write words with long and short vowels.
- Use vowel words in spoken and written sentences.
- Listen to and engage with music and movement activities to reinforce learning.

Georgia Standards:
ELAGSEKRF3b – Associate the long and short sounds with common spellings for the five major vowels.
ELAGSE1RF2a – Distinguish long from short vowel sounds in spoken single-syllable words.
ELAGSE2RF3a – Distinguish long and short vowels when reading regularly spelled one-syllable words.
ELAGSE2RF3b – Know spelling-sound correspondences for additional common vowel teams.
ELAGSE2RF3c – Decode regularly spelled two-syllable words with long vowels.

Content Expectations/Objectives/Essential Questions:

Content Expectations

- Students will recognize and differentiate between long and short vowel sounds in spoken and written words.
- Students will apply phonics skills to decode and spell words with long and short vowels.

- Students will engage in listening, speaking, reading, and writing activities to reinforce vowel sound recognition.
- Students will demonstrate their understanding of vowel patterns through interactive and hands-on activities.

Objectives:

By the end of this lesson, students will be able to:

Listening – Identify and distinguish long and short vowel sounds in spoken words and songs (Flocabulary video).

Speaking – Accurately pronounce words with long and short vowels in partner discussions, read-alouds, and speaking exercises.

Reading – Recognize and classify long and short vowel words within texts and Flocabulary lyrics.

Writing – Write sentences and stories incorporating both long and short vowel words.

Application – Apply phonics rules to decode, spell, and use vowel words in context.

Essential Questions:

1. What are long and short vowel sounds, and how do they differ?
2. How can we use listening, reading, and writing to identify vowel sounds?
3. What patterns help us recognize whether a vowel is long or short?
4. How do long and short vowel sounds change the meaning of words?
5. How can music and movement help us learn phonics and language skills?

Key Vocabulary	Supplementary Materials/Technology
1. Long Vowel Words a – Cake, Rain, Gate, Name, Plane e – Tree, Beach, Eat, Seed, Deep i – Bike, Kite, Line, Mice, Time o – Rope, Home, Rose, Nose, Boat u – Cube, Tune, Mule, Rule, Use **2. Short Vowel Words** a – Cat, Hat, Bat, Man, Sad e – Bed, Pen, Hen, Red, Ten i – Sit, Pit, Lid, Pin, Win o – Dog, Log, Fox, Pot, Top u – Sun, Bus, Cup, Mud, Fun **3. Phonics and Academic Vocabulary** **Vowel –** A, E, I, O, U	**Digital Resources:** • **Flocabulary Video:** "Long & Short Vowels" • **Interactive Phonics Games** (e.g., Starfall, ABCya) • **YouTube Songs & Videos** on vowel sounds • **Boom Cards** for vowel sound sorting • **Lexia** • **I-Ready** **Printable & Hands-On Materials:** • **Vowel Sorting Cards** – Students match words and pictures to long or short vowel sounds • **Magnetic Letters** – For building and

Long Vowel – A vowel that "says its name" (e.g., "cake") **Short Vowel** – A vowel that makes a short sound (e.g., "cat") **Silent E** – An "e" at the end of a word that makes the vowel long (e.g., "kite") **Vowel Team** – Two vowels that work together to make one sound (e.g., "boat," "rain") **Syllable** – A unit of sound in a word (e.g., "ro-bot") **Decode** – To sound out and read a word	blending words • **Graphic Organizers** – Vowel Word Webs • **Sentence Strips** – For writing and reading vowel word sentences • **Flashcards** – Long and short vowel word identification • **Mini Whiteboards & Markers** – For quick vowel identification games **Family Engagement Resources** • **QR Code for Classlink**- To access Flocabulary program • **Parent Tip Sheet-** List of family engagement activities for the week and an explanation of vowel sounds.

SIOP Features		
Preparation • Adaptation of content • Links to background • Links to past learning • Strategies incorporated	**Scaffolding** • Modeling • Guided practice • Independent practice • Comprehensible input	**Group Options** • Whole class • Small groups • Partners • Independent
Integration of Processes • Reading • Writing • Speaking • Listening	**Application** • Hands-on • Meaningful • Linked to objectives • Promotes engagement	**Assessment** • Individual • Group • Written • Oral

Lesson Sequence- Monday

Activator/Building Background:

- Play the Flocabulary video twice.
  - First listen: Students move or clap when they hear a vowel sound.
  - Second listen: Students write/draw one word they heard.

Practice and Application:

🎬 Whole class: Vowel Sound Sort – Hold up picture cards; students say if it has a long or short vowel.

🎬 Small groups: Draw and label one long vowel word and one short vowel word from the song.

Closing/Review & Assessment:

- Quick exit ticket: Students say one long and one short vowel word aloud.

Family Engagement: No take-home activity. Introduce the week's vowel focus to students and encourage them to start noticing vowel words at home.

Lesson Sequence- Tuesday

Activator/Building Background:

Review Flocabulary song by singing along with missing words in lyrics.

Read a short passage with long and short vowels.

Practice and Application:

Small groups: Vowel Word Hunt – Find and circle long and short vowel words in the passage.

Independent: Write 2 sentences using one long and one short vowel word each.

Closing/Review and Assessment:

Partner check: Students swap and read each other's sentences aloud.

Family Engagement: Take-Home Activity: "Vowel Word Explorer" – Students look for five vowel words at home (on books, food labels, signs, etc.) and write them down. Parents can help by pointing out words and encouraging discussion.

Lesson Sequence- Wednesday

Activator/Building Background:

Quick "I Spy" game: "I spy something with a long 'o' sound!" (students guess).

Practice and Application:

Partner Activity: Students act out a word while their partner guesses it.

Speaking Challenge: Each student says a sentence using at least one long and one short vowel word.

Closing/Review and Assessment:

Call and Response: Teacher says a word, and students say “long” or “short.”

Students share one vowel word they found at home from the “Vowel Word Explorer” activity.

Lesson Sequence- Thursday

Activator/Building Background:

Magnetic Letters or Cut-Out Letters: Students form words with different vowel patterns.

Practice and Application:

Sentence Builder Challenge: Create a silly sentence using at least two long vowel words and two short vowel words.

Peer Review: Students read their sentences to a partner and give feedback.

Closing/Review and Assessment:

Thumbs Up, Thumbs Down Game: Teacher says a word; students indicate if it has a long or short vowel.

Family Engagement: Sing Along at Home! – Send QR Code and directions on how to access the Flocabulary song for students to sing with their families.

Vowel Word Challenge: Students create one silly sentence with vowel words and read it to a family member.

Lesson Sequence- Friday

Activator/Building Background:

Sing along to the Flocabulary video and fill in missing words.

Practice and Application:

Long & Short Vowel Word Race: Students quickly sort and categorize words on the board.

Draw & Label: Each student draws 3 pictures and labels them with vowel words.

Closing/Review and Assessment:

Students take turns reading their words aloud.

The teacher collects labeled drawings for assessment.

Students will share one strategy that helped them recognize vowel sounds this week and set a goal for their next reading lesson (e.g., "I will practice reading words with silent e")

Family Engagement: Reflection Activity: Students share one favorite word they found at home or say a sentence they created. Optional: Families can record their child reading vowel words aloud and send it via ClassDojo or another classroom communication platform.

Group 1 (Tier A) **(Newcomers)**	**Group 2 (Tier B)** **(Emerging Learners)**	**Group 3 (Tier C)** **(Developing Learners)**
Picture-word matching for long and short vowels. Teacher-guided pronunciation practice. Use of visual cues and sentence frames (e.g., “I see a ___”).	Sorting vowel words into long and short categories with discussion. Sentence starters for writing complete sentences using vowel words. Guided reading of decodable texts focusing on vowel sounds. Note: **Tier B students will engage in guided reading and sentence-building exercises to reinforce their ability to distinguish vowel patterns and apply them in written and spoken language.**	Writing and illustrating their own short story using words with long and short vowels. Creating rhyming pairs and identifying vowel patterns in texts. Peer editing and revising sentences for correct vowel usage.
Students	**Students**	**Students**
Kindergarten	**Kindergarten**	**Kindergarten**
First Grade	**First Grade**	**First Grade**
Second Grade	**Second Grade**	**Second Grade**

Assessment and Data-Driven Instruction

- Data from formative assessments (exit tickets, partner checks, call-and-response activities) will inform small-group instruction, ensuring targeted support for students needing additional scaffolding in phonics development.

- Teacher observations and student performance on activities will guide adjustments in instruction, grouping, and individualized support.

Technology and Differentiation

- Students will use Lexia at differentiated levels to reinforce phonics skills. Tier A students will focus on foundational decoding, Tier B students on word recognition and fluency, and Tier C students on sentence structure and comprehension. Data from Lexia progress reports will be used to adjust student grouping and target specific skill gaps.

- Struggling students will receive small group or individual instruction to reinforce learning.