EL Lesson Plan #1 [[1]](#footnote-1)

**Reading**

*Objective:* *Students will be able to (SWBAT) listen attentively to a Read Aloud selection from the book* Mr. McGill Goes to Town *that introduces the unit theme of teamwork.*

Concept Board: Display of pictures of people working together ex. sports, marching band, choir, putting together a puzzle etc.

Big Idea: “Where do we see teamwork?”

 Discussion: English/Spanish Trabajando Juntos/Trabajo de Equipo

 ¿Cuándo trabajamos juntos? (en casa, en la escuela, el trabajo)

 Post student responses/illustrations on Concept Board

Teach Vocabulary Words: Provide examples of how we cooperate at school and at home.

Use the sentence frame- I share my \_\_\_\_\_\_ with\_\_\_\_\_\_. I cooperate when I \_\_\_\_\_\_\_\_\_\_\_.

**Oral Language**

*Objective:**SWBAT identify the words “I” and “you,” and respond to questions using “I “and “you.”*

Using a real book: Students will say “I gave you a book.” “You gave me a book.” During the Read Aloud “Mr. Mc Gill Goes to Town” we will look and listen for I and you statements. Ex. “I could sure use some help repairing my mill.” Who can use some help repairing my mill?

 “I can” as a group response. (Note: You can make stick puppets labeled with “I”, and “You” and have students hold them up when they hear the words “I” and “you” in the story.

Extension from lesson and connection to SRA Español to English: Can do Actions with I:

Teacher says: Everybody, touch your elbow. What are you doing? I am touching my elbow.

**EL Lesson Plan #2[[2]](#footnote-2)**

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| **Unit Title**: Reading Intervention: Limited/Basic **Grades**: 3-5 **Subject**: Main Idea Comprehension**Note: This lesson was for group of Somali EL students. The lesson was adapted from the Kidzlit Curriculum[[3]](#footnote-3)** |
| **Day one:** 5 minutes | **Introduce** **book**. Ask if anyone has read it before. Share short description of Daufuskie Island, show on map. Share a personal story that’s related to the story that will be read aloud to students. |
| 20 minutes | **Read** **aloud.**  Read book, pausing for questions, illustrations or words students don’t know  |
| 10 minutes  | **Discuss**. Ask broad, open-ended questions. Follow-up with “Why do you think that?” or “Tell us more.” |
| 10 minutes | **Connect**: Go over vocabulary, introduce words and let kids try to define by revisiting text |
| **Day two:** 45 mins. | **Wrap it up/Extension Activity.** Have students create “A Quilt to Pass On” using construction paper for a friend or family member to remind that individual of good times shared. Have students share the story of their quilt with others, and display on afterschool program wall or bulletin board, if possible. |
| **Teaching tips/strategies:** **-**Review Practice reading book before, prepare all materials ahead of time.-Start intro of book with a personal story related to book or author to increase interest. - Pause for 5 to 10 seconds to give students the opportunity to think before speaking | **Resources/Materials:** ***Neeny Coming, Neeny Going*** by Karen English (the book is about changing and growing, respect for diversity, relationships to tradition and our own histories.) For more titles that are appropriate for working with Somali/African EL students, see next page. |

**Other books/ titles appropriate for the Somali/African EL student:**

Dhegdheer, A Scary Somali Folktale, retold by Marian Hassan, illustrated by Betsy Bowen.

The Lion’s Share/Qayb Libaax, retold by Said Salah Ahmed, illustrated by Kelly Dupre.

Wiil Waal, retold by Kathleen Moriarty, illustrated by Ahmed Amir.

The Color or Home, Mary Hoffman

The Fox and the Crocodile/Dawaco Iyo Yaxaas, The Education Development Center

The Hyena and the Sheep/Waraabe Iyo Lax, The Education Development Center

The Elephant and the Squirrel/Maroodi Iyo Dabagaale, The Education Development Center

The Sheep and the Goat/Lax Iyo Ri’, The Education Development Center

The Travels of Igal Shidad/Safarda Cigall Shidaad, retold by Kelly Dupre, illustrated by Amin Amir

Muktar and the Camels, Janet Graber, illustrated by Scott Mack (not a folktale)

The Ogress and the Snake and other stories from Somalia, retold by Elizabeth Laird, illustrations by Shelley Fowles

1. Adapted from the Kindergarten KIDS at Marsing Elementary School, Marsing ID [↑](#footnote-ref-1)
2. Adapted by ESL Afterschool Communities [↑](#footnote-ref-2)
3. Kitzlit is a curriculum for afterschool programs developed by the Developmental Studies Center. For more information, go to www.devstu.org. [↑](#footnote-ref-3)