



Lexia Lessons[®] Implementation Guide



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LEXIA LESSONS OVERVIEW

Lexia Lessons are an integral part of Lexia English. These teacher-led lessons plans are designed to give students further opportunities to practice speaking and listening skills. Every lesson follows a consistent routine and the Gradual Release (of Responsibility) Model (I do - We do - You do). They can provide targeted support for small group or whole-class instruction to reinforce concepts and skills from the online student program. Additionally, educators can use Lexia Lessons as a pre-teaching resource to support student motivation and success in the online activities.

There are two types of Lexia Lessons:

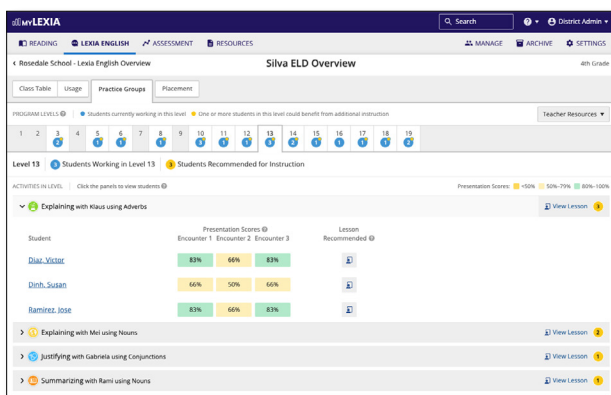
- **Speaking Practice:** These lessons help students practice engagement with oral language discourse through the use of language frames, a scaffolding technique that engages students in academic conversations right away, and helps them make sense of and properly use grammatical structures across multiple contexts.
- **Listening Practice:** These lessons offer students additional opportunities to practice targeted skills in listening comprehension with select listening passages in a collaborative manner.

Estimated Time Frames

Teachers control the timing and pace for delivering Lexia Lessons. We suggest setting aside 10-20 minutes for full class or small-group engagement in the lesson activities. Provide students with familiarity around the routines found in each type of lesson; this will help you personalize an approach that supports the varying learning needs of your students and streamline your lessons for maximum use.

When and How to Use Lexia Lessons

Lexia Lessons are available across all Lexia English levels and are automatically recommended in the myLexia educator platform, based on performance in the student program. Regular review of the **Class Practice Groups** report can ensure that targeted instruction is provided to students in need of additional support. The lessons can also be found in the *Lexia English Resources Hub* (the *Hub*).



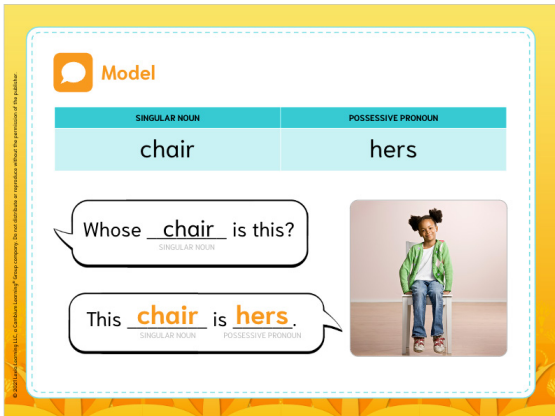
myLexia.com



Lexia English Resources Hub

Implementation Guide

Lexia Lesson slide decks, available on the *Hub*, are designed to be delivered by a teacher in presentation mode—either in person or through a video conferencing platform. Using the Lexia Lesson slide decks with students is strongly recommended as these are interactive and include engaging visuals, text, and characters from the program. For more information about the slide decks, see [Lexia Lessons: Slide Decks Overview](#).



Model

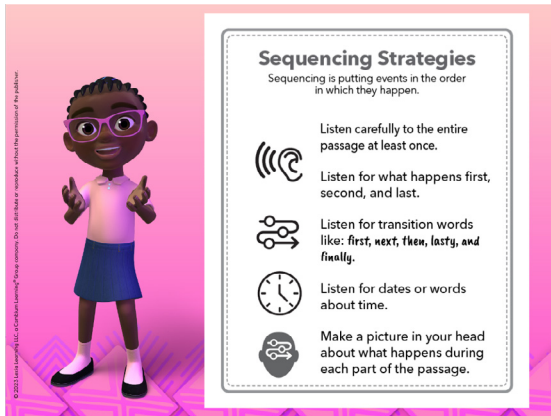
SINGULAR NOUN	POSSESSIVE PRONOUN
chair	hers

Whose chair is this?
SINGULAR NOUN






This chair is hers.
SINGULAR NOUN POSSESSIVE PRONOUN




Speaking Practice



Sequencing Strategies
Sequencing is putting events in the order in which they happen.

-  Listen carefully to the entire passage at least once.
-  Listen for what happens first, second, and last.
-  Listen for transition words like: *first, next, then, lasty, and finally.*
-  Listen for dates or words about time.
-  Make a picture in your head about what happens during each part of the passage.



Listening Practice

Implementation Guide

SPEAKING PRACTICE SNAPSHOT

Use Language Purpose and Grammar Focus to help guide your instruction

Step 1. Choose ONE Encounter for group instruction. (Use data to guide Encounter choice.)

Step 2. Prepare to display Language Frames on the whiteboard, slide deck, or other surface.

Step 3. Follow the structured lesson:

MODEL (I Do)

PRACTICE (We Do)

COLLABORATE (You Do)

EXTEND (You Do)

Follow the same 3-step process for each Encounter.

Lexia ENGLISH (Lexia Lessons) LANGUAGE DEVELOPMENT

SPEAKING PRACTICE – LEVEL 1
Describing with Nouns using Adjectives
Activity 1 | Encounter 1
SCIENCE

OBJECTIVES

Language Purpose: Through conversation, students will describe items by naming their colors.
Grammar Statement: Ask and answer questions to describe the colors of items using predicate adjectives.

Plan Ahead: Review the language frames to plan for other content words to use for each encounter (beyond the examples provided). Decide whether to use the board, chart paper, or projection for the language frames and writing.

LANGUAGE FRAMES

Encounter 1

Grammar Focus: predicate adjectives (colors)

Sample 1: Is it red?
Sample 2: Is it blue?
Question: Is it ____?
With grammar: Is it ____ (PREDICATE ADJECTIVE)?

Sample 1: It is red.
Sample 2: It is blue.
Answer: It is ____.
With grammar: It is ____ (PREDICATE ADJECTIVE).

Content Words

PREDICATE ADJECTIVE
red
blue

page 1

MODEL

Follow these steps with Encounters 1, 2, and 3, adjusting the language frame for each. Write the content words below for reference. For steps 2 through 5, start with the question frame, and have students practice asking the question. Then have students practice answering the question. Use the content words to fill in the language frames once more. Students say the language frames on their own. If needed, have students repeat another time until they feel comfortable.

PRACTICE

- Group students into pairs. Pair students who have a similar language level.
- On the board, write a list of items in the classroom that include several color names. Ask students to help you identify the items. Allow students to identify more than one item that have the same color. The focus is on describing one color at a time.
- Ask students to use the language frames with a partner to describe information.
- Student 1 uses the question language frame to ask Student 2 a question; Student 2 responds using the answer language frame.
- Student 2 then uses the question language frame to ask Student 1 a question; Student 1 responds using the answer language frame.
- Continue practicing, while monitoring for accurate usage. Encourage using all forms of the question.

Support: Encourage students to give each other time to think. If a student is stuck, their partner can offer a small hint, for example, giving the first word of the sentence. *Note: It is important to empower students by letting them work through the process on their own at first.*

COLLABORATE

Routine: **Mix and Match**

- Invite students to walk around the room to find a partner. When pairs are formed, ask them to have a conversation about the color of an item by choosing a name from the crayon box and using language frames.
- Then, use a signal to indicate that students should switch partners. For example, turn the lights on and off, ring a bell, or play a note of music. Again, students should walk around the room to find a different partner.

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EXTEND

- Tell students: Think about how one friend could email another to talk about something new. Here's one example—an email from Lola to Aline.

Pronunciation Guide: Lola (LO-lä); Aline (a-LEE-nee)
Note: These are suggested pronunciations; there are often multiple ways depending on the language of origin. Invite students to say these names provide alternative pronunciations.

- Read or invite a student to read the email. Ask students to identify the language frames used.
- Guide students to write their own email or do a shared writing. Remind them to use the language frames to describe the item by naming the color and using the language frames.
Note: It's okay if not all language frames are used.

Hi Aline,
Is it green? It is green.
From,
Lola

page 3

SPEAKING PRACTICE: STRUCTURE

- PART 1** **Model:** Teachers use the language frames for the targeted Encounter, inviting students to complete them using content words and repeating them together.
- PART 2** **Practice:** Students are grouped into pairs and practice using the language frames in conversation.
- PART 3** **Collaborate:** Students engage in a group routine where they are able to ask and answer questions about a specific scenario using the corresponding language frames.
- PART 4** **Extend:** Students participate in a reflective writing activity where they incorporate the language frames from the lesson.

Teacher Tips for Speaking Practice

- Use for pre-teaching targeted language frames to students before they complete the corresponding activity in the student program.
- Use with groups of 2 or more students.
- Prepare visuals of the Language Frames, via anchor charts or sentence strips, so that content words can be swapped in/out.
- Make sure to provide a list or make a poster of the content words your students are currently working on.
- Praise any application of the Language Frames and offer corrective feedback as needed.
- Use the “Extend” section as a shared writing activity.



Implementation Guide

LISTENING PRACTICE SNAPSHOT

Use the Comprehension Skill and Language Purpose to help guide your instruction.

Step 1. Use data provided by myLexia to identify a Lexia Lesson for Listening Practice to use with your students.

Step 2. Prepare any needed Reproducible pages for students to have during the lesson.

Step 3. Follow the structured lesson:

MODEL & PRACTICE
(I Do, We Do)

- Listen for Words and Phrases
- Listen for Understanding
- Listen to Apply

COLLABORATE (You Do)

- Listen with a Partner

Each passage is divided into parts.

The arrow icons direct you to implementation notes, as well as scaffolding strategies.

The say icons provide scripts to help guide students through a task. Review these ahead of time and customize to your liking.

Lexia
ENGLISH
LANGUAGE DEVELOPMENT

LISTENING PRACTICE – LEVEL 8
Identifying Main Idea
Comparing with Facts using Adjectives
ACTIVITY 1 | SCIENCE

OBJECTIVES

Comprehension Skill: Students will identify the main idea after listening to a passage.
Language Purpose: Through conversation, students will ask and answer questions using comparative adjectives.

Plan Ahead: Review the listening passage(s) and the routine for the Collaborate activity to see how you will group your students for the activity. They will need paper, pencils, and/or coloring. Any additional resources for this lesson can be found on the Reproducible Page(s) included with this lesson.

LISTENING PASSAGE 1

1 Did you know that some rocks can grow? Just like us, rocks can get bigger and heavier over time. To find out how rocks can get bigger, let's talk about what rocks are made of. Rocks are made up of minerals. Minerals are made naturally by the earth.

2 One place where rocks can grow bigger is in caves. Caves are open spaces under the surface of the earth. In this cave, water is always dripping from the ceiling. There are minerals in this dripping water that get left behind. Over time, these minerals harden and create rocks that hang down from the ceiling.

3 Drops of water also fall on the floor of the cave. This creates large rock formations, or shapes, on the floor of the cave too. The rock formation on the left is bigger than the one on the right. The rocks coming up from the floor and the ones coming down from the ceiling grew together. This created one, big rock formation! They look like big pillars. This process took thousands of years.

MODEL & PRACTICE

Directions: Each passage is separated into parts. You will have students listen for a different purpose throughout the lesson: Listen for Words and Phrases, Listen for Understanding, Listen to Apply, and Listen with a Partner. Use the passage images and the Main Idea Strategies to support student understanding.

Step 1: Listen for Words and Phrases

➔ I will read a passage aloud. Pay close attention to the words and phrases you hear.

➔ Read **Listening Passage 1** slowly, pausing between each part.

* There is a Lexia Lesson Slide Deck for this lesson in the Lexia English Resources Hub.

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Lexia
ENGLISH
LANGUAGE DEVELOPMENT

LISTENING PRACTICE – LEVEL 8
Identifying Main Idea
Comparing with Facts using Adjectives
ACTIVITY 1 | SCIENCE

➔ I am going to read the first part again and you will help me answer some questions based on what you hear.

➔ Read aloud the first part, then ask the following questions:

➔ In this passage, Farah talks about a science topic she is interested in. What is it? (Farah talks about rocks in this passage.)

➔ What are rocks made of? (Rocks are made up of minerals.)

➔ Tell students that minerals are found in the earth and are made up of a single item. They are not man made and do not contain a mix of different things.

➔ What are two words Farah uses to describe what happens to rocks over time? ("bigger" and "heavier")

➔ Emphasize that listening for the topic of the passage will help students understand the main idea.

➔ Support students in making connections to any vocabulary or academic words they have been learning in the program or in class. For example, words that end in -er show comparison. The word "heavier" is used to show that something weighs more than something else.

Step 2: Listen for Understanding

➔ Now we're going to focus on understanding information from the passage.

➔ Read aloud the second part only, and ask the following questions:

➔ Based on this part of the passage, where can rocks be found? (Rocks can be found in caves.)

➔ Where are the rocks located inside the cave? (The rocks are hanging from the ceiling.)

➔ What happens on the ceiling of the cave? (Water drips from the ceiling.)

➔ Provide enough time between each question and help students locate specific information from the passage that will help them understand the main idea.

Step 3: Listen to Apply

➔ Now we will focus on listening for the main idea. When we want to find the main idea, we listen for what the passage is mostly about. We can also listen closely for words and phrases that are repeated, many times, the main idea will be at the beginning and repeated at the end. Lastly, we can think about the topic of the passage too.

➔ Review the Main Idea Strategies and include any additional strategies your students are familiar with.

➔ Read aloud each part one last time and engage students in a Think-Aloud to surface the main idea in each part of the passage.

➔ Allow students at least 3.5 seconds to process and respond to your questions, providing additional support or guidance as needed.

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Lexia
ENGLISH
LANGUAGE DEVELOPMENT

LISTENING PRACTICE – LEVEL 8
Identifying Main Idea
Comparing with Facts using Adjectives
ACTIVITY 1 | SCIENCE

Part 1: The topic of this passage is about rocks. I know that sometimes, the main idea can be found at the beginning. What does the beginning of the passage tell me about rocks? (Some rocks grow.) I also learned that rocks are made of minerals. Can rocks grow bigger from minerals? Yes. Does it happen quickly or slowly? (slowly) Now let's put this information together to tell the main idea of this part of the passage. (Some rocks can slowly grow over time.)

Part 2: I already know that rocks can be found in caves and that they hang down from the ceiling. I also know that water drips from the ceiling. What does water leave behind? (minerals) Now, I can take what I learned from the first part—that rocks grow bigger from minerals—to answer this question: How do rocks in the cave grow bigger? (The rocks grow bigger by the minerals left behind from the water.) Now let's put this information together to tell the main idea of this part of the passage. (Rocks inside caves grow bigger when minerals from dripping water harden over time.)

Part 3: The next part of the passage tells us more about how rocks are formed in caves. In which parts of the cave do rocks grow? (Rocks grow on the ceiling and the floor of the cave.) How are rocks formed on the floor of the cave? (They are formed by minerals from the water that drips down to the floor of the cave.) I can compare the two rock formations in this image. Which rock formation is bigger? (The one on the left is bigger.) How did it become so large? (The rocks from the floor and from the ceiling eventually grew together to create one large rock formation.) Did that happen quickly? (No, it took a long, long time.) Now let's put this information together to tell the main idea of this part of the passage. (Rocks grow both from the floor and the ceiling in caves, and after a long period of time, they can come together to create a large rock formation.)

➔ After you have completed this section, invite students to brainstorm different places and structures that are made up of rocks. This will help them in the next activity.

COLLABORATE

Step 4: Listen with a Partner

➔ Now you'll have an opportunity to practice listening for the main idea in a new passage with a partner. You will use the Main Idea Graphic Organizer to draw and/or write what you hear first.

➔ Review the directions together and make sure students have paper, pencils, and/or coloring tools to complete the graphic organizer.

➔ As appropriate, provide copies of the listening passage for students to follow along as you read.

➔ Read **Listening Passage 2** aloud and provide students with sufficient time to complete the graphic organizer.

➔ When students are done, review the routine below and make sure to pause in between parts to invite them to share what they discussed.

Mix and Match Routine:

1. Assign student pairs, or invite students to walk around the room to find a partner. When pairs are formed, read aloud the first part of the passage and ask them to talk about the main idea of the first part.

2. Then, use a signal to indicate that students should switch partners. Assign new student pairs, or have students walk around the room again to find a partner. Read aloud the second part and have the new pair talk about the main idea of the second part.

3. Repeat for the third part.

➔ Close the activity by bringing students together and inviting them to tell the main idea of the passage as a whole.

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page 4

LISTENING PRACTICE SNAPSHOT

(Reproducible Pages)

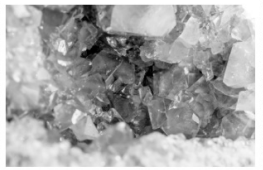
Every Listening Practice comes with Reproducible Pages that include:


- images for both passages
- an anchor chart of the targeted comprehension skill
- copies of both passages
- a graphic organizer (for Levels 4+)


Use these to guide your instruction.

LISTENING PRACTICE – LEVEL 8
Identifying Main Idea
Comparing with Focusing & Adjusting
ACTIVITY | SCIENCE

PASSAGE 1 IMAGES

1 


2 


3 


Lexia **ENGLISH** LANGUAGE DEVELOPMENT Lexia Lessons

LISTENING PRACTICE – LEVEL 8
Identifying Main Idea
Comparing with Focusing & Adjusting
ACTIVITY | SCIENCE

PASSAGE 2 IMAGES







Lexia **ENGLISH** LANGUAGE DEVELOPMENT Lexia Lessons

LISTENING PRACTICE – LEVEL 8
Identifying Main Idea
Comparing with Focusing & Adjusting
ACTIVITY | SCIENCE

LISTENING PASSAGE 1

1 Did you know that some rocks can grow? Just like us, rocks can get bigger and heavier over time. To find out how rocks can get bigger, let's talk about what rocks are made of. Rocks are made of minerals. Minerals are made naturally by the earth.

2 One place where rocks can grow bigger is in caves. Caves are open spaces under the surface of the earth. In this cave, water is always dripping from the ceiling. There are minerals in the dripping water that get left behind. Over time, these minerals harden and create rock formations hanging down from the ceiling.

3 Drops of water also fall on the floor of the cave. This creates large rock formations, or stalagmites, on the floor of the cave too. The rock formation on the left is bigger than the one on the right. Some of the rocks used weighed over two tons or two thousand pounds. That is about the weight of a car wheel!

LISTENING PASSAGE 2

1 One of my favorite things to study are animals, but sometimes I find myself interested in tools. Rocks are everywhere. They make up many different things around the world. These include the Great Pyramids of Giza in Egypt. Different types of rocks were used to build these pyramids. Some of the rocks used weighed over two tons or two thousand pounds. That is about the weight of a car wheel!


2 This is the Grand Canyon in Arizona. It is a large landform made up of many different types of rocks. The canyon is about one mile deep and has over twenty layers of rocks. Each layer gives clues about what Earth was like at the time it was formed. One of the oldest rocks is about 1.8 billion years old.


3 Do you see any rocks here? Yes, in fact there are billions of them! Sand is formed when rocks break down and become smaller over long periods of time. One bucket of sand weighs about fifteen pounds. You don't need a scale to show you that a rock from a pyramid is heavier than a bucket of sand. I think it is amazing that rocks make up so many different things, big and small!


Lexia **ENGLISH** LANGUAGE DEVELOPMENT Lexia Lessons


Reproducible page 4


Main Idea Strategies
The main idea is what the passage is mostly about.

 Listen carefully to the entire passage at least once.

 Listen for words you hear again.

 Pay attention to the main idea of the passage.

 Think about the main idea of the passage.

 Think about what the passage is mostly about.

Lexia **ENGLISH** LANGUAGE DEVELOPMENT Lexia Lessons

NAME: _____ DATE: _____

LISTENING PRACTICE – LEVEL 8
Identifying Main Idea
Comparing with Focusing & Adjusting
ACTIVITY | SCIENCE

Main Idea Graphic Organizer

Directions: Fill in the different parts of this graphic organizer by drawing and/or writing what you hear in the passage.

TOPIC

MAIN IDEA OF THE WHOLE PASSAGE

PART 1 **PART 2** **PART 3**

Lexia **ENGLISH** LANGUAGE DEVELOPMENT Lexia Lessons

Reproducible page 5

LISTENING PRACTICE: STRUCTURE**Model & Practice**

- PART 1** **Listen for Words and Phrases:** Teacher reads Passage 1 and students answer questions using the words and phrases they heard.
- PART 2** **Listen for Understanding:** Teacher reads select parts of Passage 1, helping students focus on understanding information from the passage.
- PART 3** **Listen to Apply:** Teacher engages students in a Think-Aloud, modeling the targeted listening comprehension skill.

Collaborate

- PART 4** **Listen with a Partner:** Students practice the targeted listening comprehension skill while engaging in a group routine.

Teacher Tips for Listening Practice

- Each lesson has reproducible pages that include passage images, a copy of each text used in the lesson, and a corresponding graphic organizer (for levels 4+).
- Passage images may be cut out so students can manipulate them during the lesson. (Write level and activity on the back of each image so they can be reused in the future.)
- As appropriate, engage students in reader's theater to help them develop reading fluency using the printable passages found in each lesson. We recommend dividing a select passage into parts and assigning these to each student. Have them read their assigned parts to the class/audience. Encourage students to practice at home.
- Use and apply the graphic organizer during the Model & Practice section so that students may include new or unfamiliar vocabulary/phrases. Create space for students, at any point in time, to ask/think about unknown words. Use visuals as often as they apply to support comprehension.
- Lexia endeavors to create content that is culturally responsive and sustaining. As such, you may notice lessons that provide opportunities to relate the learning to the students and allow them to share their lived experiences. These conversations should always be conducted in a psychologically safe learning environment. As the experts on the students in your class, please carefully preview the content of each lesson and consider any emotionally triggering themes for your students.

LISTENING COMPREHENSION ANCHOR CHARTS

Comparing & Contrasting Strategies

Comparing and contrasting is saying how people, places, and things are alike and different.

Comparing

Think about how something is similar to, or like something else.

Listen for words and phrases that compare, such as: *both, same, similar, like, alike, also, as well as.*



Contrasting

Think about how something is different from something else.

Listen for words and phrases that contrast, such as: *but, although, however, while, instead, on the other hand, even though.*



Drawing Conclusions Strategies

Drawing a conclusion is forming an opinion based on what you learned from a passage.



Listen carefully to the entire passage at least once.

Listen closely for facts and details in the passage.



Think about what you already know about the topic.



Pay attention to hints from the passage that helped you understand it.

Inferencing Strategies

Inferencing is using hints from the passage with what you already know to understand what is not being said directly.



Listen carefully to the entire passage at least once.



Listen for information that is given in the passage.



Think about what you already know about the topic.



Use what you know and what you learned to make a guess about what isn't being said.

Listen and look for clues in the words, images, and the tone of the speaker.

Main Idea Strategies

The main idea is what the passage is mostly about.



Listen carefully to the entire passage at least once.

Listen for words or phrases you hear again and again.



Pay attention to topic sentences.

Think about the topic of the passage.



Think about what the passage is mostly about.

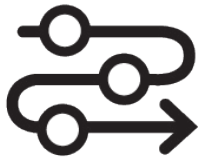
Sequencing Strategies

Sequencing is putting events in the order in which they happen.



Listen carefully to the entire passage at least once.

Listen for what happens first, second, and last.



Listen for transition words like: *first*, *next*, *then*, *lastly*, and *finally*.



Listen for dates or words about time.



Make a picture in your head about what happens during each part of the passage.

Summarizing Strategies

Summarizing is telling the most important parts of a passage in your own words.



Listen carefully to the entire passage at least once.



Think about the main idea and the parts of the passage that support it.



Include the 5 Ws (**Who**, **What**, **Where**, **When**, **Why**) in your summary.



Use only the information that is given in the passage.

Supporting Details Strategies

Supporting details give information that helps show the main idea.



Listen carefully to the entire passage at least once.

Listen closely for facts, examples, or reasons that help to support the main idea.



Pay attention to topic sentences that may show the main idea.



Think about what evidence would support the main idea.