Lesson Planning Template

LESSON BASICS

Class Level: Intro	Topic: Demostrate understanding of basic words and commands	Class Length 1hr.	Date: 5-8-2010

Lesson Objective: *Students will be able to* recognize, identify & use simple words expressions

ESOL STANDARD/Strands:
ESOL 1

Enabling Skills:

Language Skill Proficiency Focus L S W R	Materials and Equipment - Flash cards - Worksheets

ACTIVITY PLAN

Warm Up/Review: T.P.R / Pantomime / pics.

Introduction: Personal introduction

Presentation	Guided practice	Communicative Practice	Evaluation
- TPR - Pics - Words What where - Act.: "stop/go"	- Repeat - Questionnaire - Answer Y/N Ps	- Pier dictation - Partners: • asking & answering personal info. • introduce their partners	- Match - Role play -

Application:

Lesson Planning Template

LESSON BASICS

Class Level:	Topic:	Class Length	Date:
1 Beginner	Shopping	30 min. - 1 hr.	today

Lesson Objective: *Students will be able to*

ESOL STANDARD/Strands: Read basic weights and measurements
listening Reading, speaking writing

Enabling Skills: identify basic weights + measurements, calculate basic cost, identify cost per unit

Language Skill Proficiency Focus L S W R	Materials and Equipment newspaper Ads unit price tags Various supermarket products w/ price

ACTIVITY PLAN

Warm Up/Review: foods, comparatives + superlatives packages + quantities make a shopping list

Introduction: The need to Make a shopping list Sometimes product packaging may be deceptive for quantity + price

Presentation	Guided practice	Communicative Practice	Evaluation
Show and describe items available for purchase present weights chart Compare measurements pounds & oz vs liters + Kilos	calculate cost per unit	Make a shopping list Compare item costs Tell what you are going to buy and why	Determine what products are the least/most expensive per unit

Application:

Lesson Planning Template

LESSON BASICS

Class Level:	Topic:	Class Length	Date:
ESOL 1	Money	~~[illegible]~~ 2 hours	

Lesson Objective: *Students will be able to*

ESOL STANDARD/Strands:

Listening: 1C Speaking: 1A, 1F, and 1C Reading: 1A, 1B, and 1C

~~1C 1A 1F 1C~~ Grammar: 1B, 1A, and 1E

Enabling Skills: To read prices, to use money, to give and ask for change, they will be able to shop; ~~read~~ and know money and its value.

Language Skill Proficiency Focus	Materials and Equipment
L S W R ~~[illegible]~~ mostly	PowerPoint - (Play) Money - Overhead - Computer

ACTIVITY PLAN

Warm Up/Review: Overhead = How many quarters are in $1.50?
" " dollars " in $5.00

Introduction: Teacher will show (play) money and she will introduce its value.

Presentation	Guided practice	Communicative Practice	Evaluation
- Teacher will bring (play) money to the class. - Teacher will review money and ~~its~~ value: • Teacher will give some examples of changing ones to quarters, five to ones etc. - Teacher will ask students for some ways to change a $10.00 bill into ones etc.	- students will work in partners. ~~and~~ They will ask each other for change. ~~They will log how ma~~ - Then, teacher will use ~~the~~ ~~Pa~~ a PowerPoint slide where (students) they will be asked to answer a multiple choice practice. ~~For~~ In this practice they will be asked to ~~pick~~ choose the option of the correct change for an specific dollar bill. ~~The~~ ~~Pa~~ After they answer each question the slide will [illegible] the answer	- ~~We~~ A store in the classroom. - Each student will have an opportunity to buy in our classroom store. - They will be using (play) money!	~~We will be going to th~~ ~~We will go to a store and they will write about it.~~ ~~Teacher will observe them at the store.~~

Application:

~~[illegible]~~ Students will be able to see it with pictures.

Lesson Planning Template

LESSON BASICS

Class Level:	Topic:	Class Length	Date:
ESOL 1-3? Interm	Transportation	3 hrs	8 May 2010

Lesson Objective: *Students will be able to* clearly give directions on how to get to their home and follow another's direction to get to a specified destination.

ESOL STANDARD/Strands: Listening 1A, 1B Sp/Pron 1A-1E, 2B, 2D, 2F, 3H Rdg 1A, 2D, 2F, 2G, 3B, 3C Wr/Gram 1B, 2A, 2F 2K, 3B

Enabling Skills: ability to read road maps, give precise directions to a destination, understand verbal directions, understand and use new vocabulary.

Language Skill Proficiency Focus Ⓛ Ⓢ Ⓦ R

Materials and Equipment White drawing paper, writing utencils ruler, simple road map examples Directions from MapQuest.com

ACTIVITY PLAN

Warm Up/Review: Review road sign vocab, direction vocab, show video of someone giving another very poor directions to a location.

Introduction: A basic survival skill in any language is the ability to give and receive directions to a location verbally and with a road map.

Presentation	Guided practice	Communicative Practice	Evaluation
Show an example of a very poor direction giver as an attention getter.		Listening Skills	
Direct instruction of road map vocab.	Recite vocab. ~~to~~ as a class. ~~in team~~	Listening Speaking Recite vocab. in teams Quest./Answer	Given a matching worksheet, match vocab. with map symbol
Direct students to draw a simple road map from their home to the school.	As a class make a simple map from the nearby ball park	In partners take turns giving directions orally to each other.	Peer feedback
Students will then use their map to give oral directions to another		Listening to directions while referring to a road map. Speaking - Ask clarifying questions	Write destinations on map after listening to oral direction. Correctly identify destinations.
students will write directions	Look at samples from MapQuest.com and discuss clarity and precise ness		Written directions using proper vocab. grammar etc.

Application:

Lesson Planning Template

LESSON BASICS

Class Level:	Topic:	Class Length	Date:
1	Workplace Vocabulary	1½ hrs.	

Lesson Objective: *Students will be able to*

ESOL STANDARD/Strands: Reading, Writing, Speaking, listening

Level 1, Introduction to Workplace Vocabulary, Job Vocabulary

Enabling Skills: Describe/discuss work related needs, focus on job-seeking skills, discuss whether or not systems such as WFS have helped them in the past, introduce vocabulary for work place environment.

Language Skill Proficiency Focus	Materials and Equipment
L S W R	handout prepared vocabulary list Oxford picture dictionaries

ACTIVITY PLAN

Warm Up/Review:

Ask questions/Write questions on the board "Do you work outside of your home?"

Introduction: Have you ever had a job? Do you work now? Did you have a job in your home country? Tell us about it...

Presentation	Guided practice	Communicative Practice	Evaluation
introduce vocabulary introduce job titles skills needed for them (prepared vocab lists)	• Using Oxford Picture dictionary, have students find definitions in their own language, • have them practice the words on paper • discuss common jobs and skills used • Use picture boards to point out newly learned vocabulary	• Work with a partner to name 5 jobs you might like to have, tell why • or each student take a turn talking about a job you have had before or would like to have.	• close all books, see if you can write 5 jobs from your vocab.

Application: bring their new words found at home or at work to discuss or add to vocab list.

Lesson Planning Template

LESSON BASICS

Class Level:	Topic:	Class Length	Date:
ESOL 1	Banking	2 1/2 hrs	5/8/10

Lesson Objective: *Students will be able to*

ESOL STANDARD/Strands: Develop the skills needed to act within the banking system to meet their banking and money needs

Enabling Skills: Learning banking vocabulary
Recognizing and filling out bank forms
Write numbers in words + numerically

Language Skill Proficiency Focus
L S (W) R

Materials and Equipment Vocabulary list + pictures
Bank forms - Samples
Students bring personal bank form
Blank check forms for practice

ACTIVITY PLAN

Warm Up/Review: The teacher shows pictures/matching words related to banking. Act out, demonstrate & show examples. Then - game of matching pics & words

Introduction: Show all forms briefly to help them connect to the practical application to come later when filling out forms.

	Presentation	Guided practice	Communicative Practice	Evaluation
(1)	What is personal information	Write out name - address - phone SS# - employer info overhead or board	Write (each student) own address etc.	Instructor monitor student progress + help those needing it
(2)	Fill out bank application Project form	" "	Look for space first, then fill out	Hand in before break - teacher reviews - hands back after break or reteach as needed
(3)	Review all forms (banking) check withdrawal deposit	Fill out a check + deposit slip		Check for accuracy in numbers, subtotals + all information

Application: Bring your own forms to class next day. Notice forms, similarities from last weeks forms - Fill out each form

Lesson Planning Template

LESSON BASICS

Class Level:	Topic: Parenting	Class Length	Date:
Low → intermediate	Excussing child from school	45 min	

Lesson Objective: *Students will be able to* Call or write an excuse from school.

ESOL STANDARD/Strands: Reading, Writing, Speaking, Listening

* see below in application

Enabling Skills: Use of telephone, Numbers and months

Language Skill Proficiency Focus	Materials and Equipment
(L) (S) (W) (R)	Phone, writing materials, School calander, School Attendence policy. Board or overhead.

ACTIVITY PLAN

Warm Up/Review: How to make a phone call to the school (times, days, who to speak to.) Expand by writing a note

Introduction: It is important that your child attend school on a regular basis. There are some days that your child needs to miss school or should not be in school. Review these.

Presentation	Guided practice	Communicative Practice	Evaluation
Give everyone a copy of the school calander and attendence policy.	As a group (class) read the attendence policy. Use scaffolding and illustrations if necessary.	Question + Answer. Roll play parent of child who must miss school. Have each volunteer to make a call excusing his/her child from class. They may choose time, day, reason	Oral response to questions about reasons for missing school; 1) Your child has a bad stomachache should he miss school. 2) You need to go to the bank. You may excuse your oldest child to watch those who are home. 3) Your child has a fever and a rash. Everyone will write an excuse for a child missing school.

* **Application:** Listening - 1A, Respond to basic/polite greeting
Speaking. Use numbers in conversation, Recognize + produce simple sentences. Greetings verbalize numbers, days etc. Ask permission

Reading: Identify numbers, recognize personal info. date on calandar
Writing: Use dates and time in simple sentence. Understand use of punctuating in sentences.