Daily Lesson Plan with Explanations

Teacher: Your name

Course: What class?

Level: X Minutes

Date: Class date & time

Page: 1 of 8

This Lesson Plan is based on a 3 part plan: Into (intro to topic, warm-up activities, etc.); Through (what we'll actually be focusing on) and Beyond (homework or other out of class activities)

A. Agenda: (Short phrases of 2-5 words that can be quickly written on the board.)

1. Warm-up 12 minutes
2. The Smell of Bread 15
3. Before We Shop 22
4. Where is it? Can we buy it? 40
5. Who likes what? 20
6. Jazz Chants 8
7. Wrap-up 3

Total 120 minutes

B. Objectives: (Typically listed as TSWBAT- lead with action verb and then describe)

- Lead with “The Student will be able to:
- Use one action verb for each- must be verifiable, i.e. measureable
- Do not use learn, know, understand, or any form of them, e.g. “demonstrate knowledge or understanding”
  - Take care not to embed a second verb in objective
  - List/number/bullet in plan

The student(s) will be able to:

1. Compose directed journal entry with no visual prompt.
2. Predict an appropriate remedy to an unusual complaint.
3. Compare prediction to the actual conclusion as written.
4. Evaluate best buy and greatest value from sample data.
5. Select correct response to aural prompt from a range of written choices.
6. Formulate appropriate questions and answers (Q&A) in various request formats.
7. Adapt sample dialogue format to changing circumstances and situations.
8. Incorporate original alternatives in response portion of practice dialogues.
9. Categorize food items by location in market, e.g. frozen foods, dairy product, snacks.
10. Record pertinent vocabulary in Vocabulary Notebooks.

C. Applied Standards (These are from CA Dept. of Ed. for Adult ESL. See detail below.)

- Specify at least two standards from your discipline for the lesson (see CA Dept of Ed or LAUSD for subject area standards by grade level). List/number/bullet

1. 2.1.4.2 – Write lists – grocery or laundry items, for example.
2. 3.1.1.1 – Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary.
3. 3.1.1.2 – Recognize basic construction such as subject-verb agreement.
4. 3.1.2.2 – Ask and answer questions in simple present, past and future tenses on familiar topics.

D. Materials (List of all the stuff you’ll need to complete this is Lesson Plan. It is common for school districts to require that you indicate where materials may be found, in the event a substitute teacher is covering in your absence.)

1. Attendance file with name tents. (file cabinet, top drawer.)
2. Overhead projector. (On reserve, call A.V. Dept. at Ext. 212 to deliver.)
3. Overhead transparency – “The Smell of Bread” [RAAI] Lesson 1 (See Appendix A)
4. 16 copies English Extra [EE] (middle storage cabinet, second shelf) (See Various Appendices as noted in body for samples)
5. 16 copies Read All About It: Book 1 [RAAI] (middle storage cabinet, fourth shelf)
6. 16 copies Oxford Picture Dictionary (OPD) (middle storage cabinet, second shelf)
7. Teacher’s manuals for 4, 5 & 6 above (right storage cabinet, third shelf)
8. 16 copies various handouts:
   a. Review Sheets & Written Exercises (See Appendix B)
      (1) 2 Best Buy
      (2) Containers and Packaged Foods
      (3) Containers and Quantities
      (4) Deli and Seafood
   b. “The Smell of Bread” (See Appendix C)
   c. “Can we buy some ice cream?” (See Appendices D)
   d. “Where’s the ice cream?” (See Appendix E)
   e. “Where are the oranges?” (See Appendix F)
   f. “Yes, we have no bananas.” (See Appendix G)
   g. “Do you sell...?” (See Appendix H)
   h. “Do you sell soda?” (See Appendix I)
   i. “Favorite Foods” (See Appendix J)
   j. “I like cookies! I like cake!” (See Appendix K)
   k. Jazz chant texts:
      (1) “Fresh Fish” (See Appendix L)
      (2) “Pete Eats Meat” (See Appendix M)
   l. Picture Cards: Market/Prepared Foods (See Appendix N)
9. Burgundy velvet “grab bag”. (right storage cabinet, top shelf)
10. Cueing placards with plastic holders. (See Placards Appendix and right storage cabinet bottom shelf)
11. Cassette player with extension cord. (locked in left storage cabinet, top shelf)
12. Cassettes: (locked in left storage cabinet, second shelf)
   a. “Yes We Have No Bananas” – Cassette labeled Original Tapes #2, Side 2.
   b. Read All About It: Book 1- Side One, Unit #1.
   c. Small Talk Jazz Chants –
      (1) “Fresh Fish”– Side 2, Unit # 44
E. Activities (How you’ll accomplish all you’ve laid out in the lesson plan – and how long each is expected to take.)

1. Into: (12 minutes, not including set-up prior to students’ arrival)
   ➢ What activities will you use to activate prior knowledge and create an anticipatory mindset?
     o List/number/bullet ideas.

   a. Before students arrive:
      (1) Set up overhead with “The Smell of Bread” transparency. (Materials # 3)
      (2) Arrange placards in plastic holders around the room. (Materials # 11)
   b. As students arrive, teacher greets each one individually, hands out name tents.

   Getting Started: Group (2 minutes)

   c. Teacher asks a volunteer to state the correct day and date and write them on the board.
   d. Teacher writes topic on the board –

   Journal Entry and Discussion: Group (10 minutes)

   e. Teacher sets stage for journal entry.
      (1) Asks for volunteers (3-5) to share homework from last lesson. Assignment was:
          (a) choose a food you feel strongly about – really like or dislike
          (b) try to find 3 words related to that food that rhyme
          (c) try to write a limerick
      (2) If no one was successful with limerick, class will choose 3 words, and write one as a group with teacher’s help.
      (3) Teacher says, “In your journal, please:
          (a) name the food you dislike most and explain why
          (b) write what you would do if you were a dinner guest at your boss’s home
          (c) and it was the main course
      (4) then, copy today’s agenda”
   f. Teacher writes agenda on the board.
   g. Teacher asks for volunteers (3) to share journal entry.
2. **Through: (103 minutes)**

   ➢ Which activities form the centerpiece of your lesson.
     - Give clear instructions so a substitute could replicate the lesson. List/number/bullet ideas
     - Refer to any handouts/overheads/PowerPoints/needed to complete the lesson. When possible, attach to plan.

   (1) Teacher asks for volunteers to help describe what is happening in first 2 panels.
   (2) Teacher describes activity:
       - **(a)** class will listen to tape of story
       - **(b)** teacher will stop tape before ending
       - **(c)** students will try to predict how it ends
       - **(d)** teacher will write predictions on the board.
       - **(e)** students will read whole story
       - **(f)** see how predictions compare to actual ending
   (3) Teacher plays tape until line “Gabriel take out a little bag with 10 pennies in it.”
       (Materials # 12,13b)
   (4) Teacher writes students’ predictions on the board.
   (5) Teacher gives each student a copy of [RAAI] (Materials # 5)
   (6) Asks student to open to pg. 2 (Materials # 8b)
   (7) Choral reading of story.
   (8) Teacher guides class through brief discussion of how their predictions compared to actual ending.
   (9) Class reviews as group exercises on pg. 3. (Materials # 8b)

**b. Before We Shop:** Individual (22 minutes)

   (1) Teacher says, “Before we go to the supermarket, we’re going to do some written exercises to make sure we’re all comfortable with what we’ve covered.”
   (2) Teacher gives each student a copy of “Best Buy”, 2 pages. (Materials # 8a1)
   (3) Page 35 - first 2 sections are choosing answer from oral prompt
       - **(a)** Then, complete rest of pg. 35 and then all of pg.34. (5 minutes)
   (4) Teacher gives each student a copy of:
       - **(a)** [OPD] (Materials # 6)
       - **(b)** Review sheets: (Materials # 8a2,3)
           - (i) Containers and Packaged Foods
           - (ii) Containers and Quantities
   (5) Teacher outlines activity:
       - **(a)** can use [OPD] as reference
       - **(b)** take 18 minutes to complete all except Listening Exercise, pg. 46
       - **(c)** will do that together at end
       - **(d)** teacher will collect papers at end of activity
c. Where is it? Can we buy it?: (40 minutes)

Yes, We Have No Bananas
(1) Teacher says. “Let’s get up and move around after all that writing.”
(2) Class gathers in circle in middle of room.
(3) Teacher explains activity:
   (a) class is going to listen to an old song from 1923
   (b) written about Greek immigrant shopkeeper in New York City
   (c) who always says yes, even when he means no
   (d) we’re going to help sing the chorus
   (e) also hear in lyrics:
      (i) so successful, has his 3 brothers join him
      (ii) they come from Greece
      (iii) even more fun all talk the same way
   (f) Gives each student copy of the chorus (Materials # 8f)
(4) Teacher plays tape through once to listen then twice more with everyone singing
   the chorus. ((Materials # 12, 13a)
(5) Students return to seats.
   Can we buy some . . .?
(6) Teacher says, “Now that we’ve laughed about what is an unusual response when
   you ask for something in a store, let’s move on to a ordinary Q&A.”
(7) Teacher gives each student a copy of:
   (a) “Can we buy some ice cream?” (2 Pages) (Materials # 8c)
(8) Teacher sets stage for shopping trip:
   (a) Students know characters from other lessons.
   (b) Family food shopping on weekend.  
   (c) Q & A where things are in store by category
   (d) Students count off by “Ken”, “Kathy”, “Jose” “Sue” to form four
      groups of 4.
   (e) Read dialogue aloud, taking one turn being each character.
(9) Teacher sets stage for next activity:
   (a) Teacher draws chart on the board like sample below.

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(b) Teacher gives each student a copy of “Where’s the ice cream?”
    (Materials # 8d)

(c) Students practice dialogue twice.

(d) Teacher helps model new dialogue variations.

(e) Student select picture card from grab bag to get them started. (Materials 9 & 10)

(f) Students use 20 items as basis for new Q&A.

(g) Teacher fills in chart on board.

(h) Students propose 20 more items not found on sheet.

(i) Teacher gives each student a copy of “Where are the oranges?”
    (Materials # 8e)

(j) Students now have hard copy of what’s on board.

(10) Teacher sets stage for next activity:

(a) Teacher leads discussion about what kinds of things are sold in supermarkets:
    (i) Asks questions about kinds of goods sold, expected and unexpected (milk, diapers, TVs, lawnmowers, etc.)
    (ii) If not available, where would you go, (Wal-Mart, Sears, hardware store, etc.)

(b) Teacher gives each student a copy of “Do You Sell?”
    (Materials # 8g, 2 pg.)

(c) Teacher makes 2 groups from 4.

(d) Groups move to open area of room, facing each other.

(e) Groups take turns as buyers and sellers.

(f) During practice dialogue, single “questioner” selects “answerer” by name.

(g) “Answerer” can pass off to fellow group member by saying:
    (i) “I’m not sure, maybe ‘??????’ can help you.”

(h) Continue until all 40 items on pg. 30 are covered.

(i) Students return to seats.

d. Who likes what?: Interview (20 minutes)

(1) Teacher gives each student a copy of “Favorite Foods?” (Materials # 8I, 3 pg.)

(2) Teacher sets stage for activity:

(a) Students count off in pairs by “mmmm” & “uuggghh”.

(b) Each student will interview self and 3 other students.

(c) Each student has 2 extra “idea” sheets.

(d) Try to include as many different food categories as possible.

(e) Students will record results of:
    (i) Self on “I” line.
    (ii) Partner on “you” line.
    (iii) Two other students by “he” or “she” in 3 & 4. (list name below)
    (iv) #5, 6, & 7 We, You plural, They: students will synthesize data from 1-4 and choose appropriate verb form where indicated.
    (v) Teacher will collect forms and compile data for next session.
e. **Jazz Chants:** “Fresh Fish” and “Pete Eats Meat” Group (8 minutes)

1. Teacher asks students regroup in center of classroom with chairs in circle.
2. Teacher says, “Let’s we’ll practice some of what we learned with Jazz Chants.”
3. Teacher places cassette player in middle of circle. (Materials 14; 15a 1&2)
4. Teacher distributes jazz chants texts.
5. Teacher plays tape through once to establish rhythm.
6. Choral reading of text once without the tape.
7. Students practice chants, twice more with tape and text.

f. **Beyond:** (3 minutes)

- What homework or projects might be assigned?
- What enrichment activities can you provide?
- How can you accommodate and supplement Subsequent Language Learners?
- How can you provide for alternative or self-assessment?
- List/bullet/number ideas

1. Teacher gives each student to take home to one copy of:
   - (a) [OPD]
   - (b) “Deli and Seafood” handout. (Materials 8a4)
2. Teacher says, “Please work on this sheet as homework and bring the completed sheet and the book back to next session.”

F. **Evaluation:** (How will you gauge how well they have mastered material?)

- How will the lesson be graded?
- What percentage of the total semester’s grade is each assignment?
- Attach and refer to any rubrics or scoring guides you use.
- Could you defend your grading standards to a parent or an administrator?
- List/bullet/number ideas.

1. **Overview:** 15 week term, four 120 minute meetings per week

   a. **Individual Contributions:**
      (1) Reflective journal writing 10%
      (2) Vocabulary Notebook 10%
      (3) Structured writing assignments 10%

   b. **Group Activities:**
      (1) Pairs work 15%
      (2) Choral reading 5%
      (3) Group projects 10%
      (4) Conversation skills 10%

   c. **Written Exercises**
      TOTAL 30%

   TOTAL 100%
2. **Today’s Work**

   a. Pairs Work – 1 of 30 = .50% of grade.
   b. Written Exercises – 3 of 60 = .51% of grade
   c. Journal writing – 1 of 60 = .17% of grade
   d. Take home structured writing – 1 of 60 = .17% of grade
   e. Vocabulary Notebook – 1 of 60 = .17% of grade

3. **Applicable Rubrics**

   a. Basic Reading Skills (Rubric Appendix 1)
   b. Class Participation (Rubric Appendix 2)
   c. Homework (Rubric Appendix 3)
   d. Listening Skills (Rubric Appendix 4)
   e. Teamwork (Rubric Appendix 7)
   f. Vocabulary Notebook (Rubric Appendix 8)

**G. Self-Evaluation:**
(1) why you expect it to succeed and (2) What are some possible pitfalls that may cause it to flop?

   ➢ In at least a paragraph or two, reflect on the strengths and weaknesses of the plan. Use prose and specific examples to discuss your insights.

1. **Why It Works**

   a. Having lots of support documents, handouts helps tremendously, along with modeling the dialogue. They practice the first dialogue several times in lesson unaltered. That gets them in the groove – pressure free. It also helps to have supplemental handouts with dialogues in large type so they can read them easily and refer back to them in real time; blanks left for where items are to be inserted so they have continuous visual cues as to which part they have to alter or create so they’re not feeling they have to reinvent the wheel every time. Add to this lots of repetition so that practice of the sounds and rhythm of English, as well as vocabulary, syntax, are mastered.

   b. Choral reading and group dialogue practice make students less shy, afraid of making mistakes. Practices with lots of repetition are self-sustaining, carried along by their own momentum, providing opportunity for “weaker” students to improve and for teacher to observe who needs extra help.

2. **Why It Might “Wobble”**

   a. Major writing exercises usually scheduled in this class close to the end of session. Students sometimes stress out when things are “out of order” and most get tight when its time to write, the positioning of the “tests” might unnerve them a bit. This can be defused by reassuring them that the content is all way-old news (prior 2 or 3 sessions) and they know it so well they can do it with one hand tied behind their backs.