

Effective Strategies for Beginner Lessons

An effective lesson plan is a set of plans for building something – it “constructs” the learning.

“The greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the student achievement rate.”

-Harry Wong, *The First Days of Teaching*

Explicit Instruction:

Steps of Explicit Instruction

Introduction/Explanation

Modeling

Guided Practice

Independent Practice/Application



A Good Lesson Plan includes:

- Planning stage
- Delivery stage
- Evaluation stage



Backward Design – concept introduced by Grant Wiggins and Jay McTighe (1998)

The instructor ...

- Begins with the end in mind
- Maps the lesson plan backward from the desired results to the present time and the students' current ability/skill levels
- Determines the best way to reach the performance goal

Stage 1 – Identify Desired Results

Stage 2 – Determine Acceptable Evidence

Stage 3 – Plan Learning Experiences and Instruction

The ABCDs of Writing Objectives

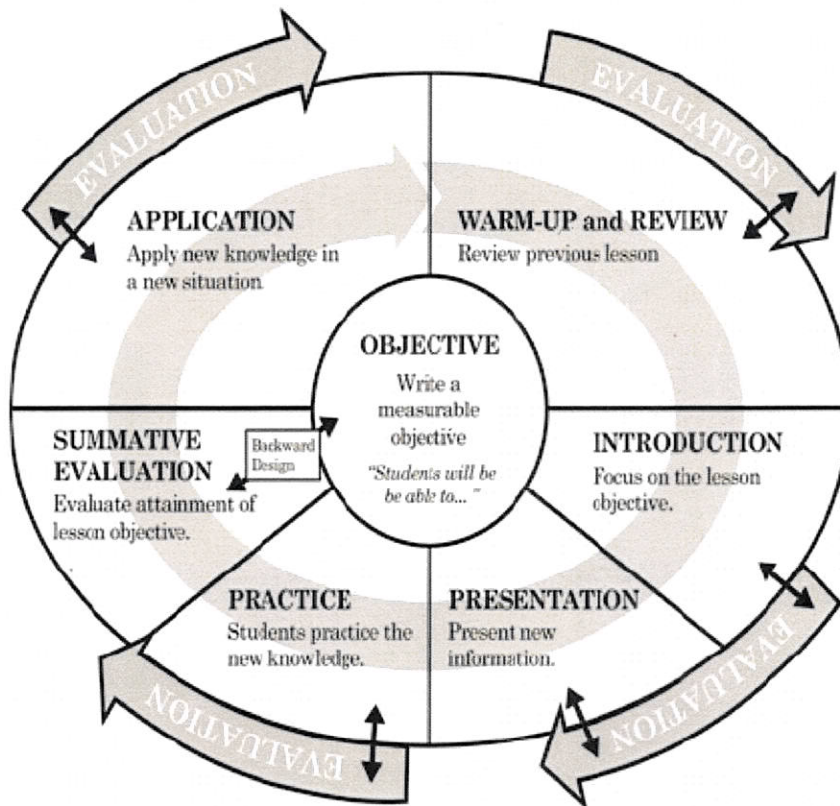
Audience: The students that the objective is written for

Behavior: The verb that describes what the audience will be able to do
(refer to the taxonomy of verbs handout)

Condition: The circumstances under which the audience will perform the behavior

Degree: Acceptable performance

Figure 1. Planning Wheel



Lesson Plan

(Approximately 1 ½ hours)

I. Lesson preparation

- A. Prayer for your students
B. Name of book or resources: Ventures 2
C. Lesson title and /or number: Unit 4 Lesson B page 46-47
D. Lesson objective: When presented with a health problem, the student will be able to give advice using “should” and “shouldn’t” with 80% accuracy. Student “I Can” Statement: I can give advice about health problems using “should” and “shouldn’t”. I can listen to a conversation and answer true/false statements about the conversation.
Visual or teaching aids needed: Picture flashcards, p. 47 in student book, Collaborative Worksheets printed, Multilevel worksheets for homework, scissors for students.

II. Classroom instruction

Warm UP and Scripture:
Luke 5:31-32 – Pray with students

I should chant.

Oral presentation of new material (30 min-beginner, 20 min-intermediate/advanced)

1. Eight to twelve new words or phrases (TPR and repetition drill). (I have 16 words so it may take two lessons to complete.)

rest	read	see a dentist/doctor	take some aspirin
read the label	get an x-ray	keep in a cool place	work so hard
get crutches	go home early	use an inhaler	take him/her to the hospital
put ice on it	drink fluids	take some medicine	put a bandage on it

2. New words in sentences: Question/Answer (Repetition and /or substitution drill)

Use sentences from the book that uses the new words (beginners) or have students make original sentences using the new words (intermediate-advanced).

You, he, she, they, we should/shouldn't _____.

Question: What should I/he/she/they do?

3. Pronunciation practice (5-10 min)

Minimal pair activities with s/sh words.

4. Communication Practice using new material (15 min-beginner, 20-30 min-intermediate/advanced). Students generate their own conversation relating to new material.

- Who has my match?

Part 1: Lay ailment cards (Lesson A) on one side of the table and advice cards (Lesson B) on other side of table. All cards should be turned face up. Divide Ss into two teams. Invite teams to take turns matching one ailment card to one advice card. Encourage students to say the ailment and the advice together.

Part 2: Give half the Ss ailment cards and half the Ss advice cards. Ask Ss to find their match using conversation (not just looking at pictures).

- Tic Tac Toe: On large Tic Tac Toe grid, place pictures of ailments. Title of grid is, “Should _____ and Shouldn’t. Write a different pronoun on each of six index cards.

Display one pronoun card. Divide students into two teams. The O team chooses an ailment and says, “_____ should” and completes the sentence with the displayed pronoun and advice.

The X team chooses an ailment and says, “ ___ shouldn’t _____ ” and completes the sentence with the displayed pronoun and advice. Only after completing the sentence correctly may the team place an O or X card over the ailment. The first team to get three in a row wins. To play again, rearrange the ailments and display a different pronoun card.

- Line Dialogues (Facing Lines)

Part 1. Choose an ailment card and stand in facing lines. S1 asks “What’s wrong?” and S2 answers based on the card s/he is holding. Then S1 tells what S2 should do. Then they reverse roles. After everyone has had their dialogues, the person on the end moves to the opposite end of the line. New partners have dialogue. Continue until everyone has had a different partner.

Part 2. Same except in addition to an ailment card, each S has a picture of two people. Q & A are based on plural, “They have _____. What should they do? They should _____.”

Part 3. Same except Ss have a picture of one male or female. Q & A are based on singular, “S/he has a _____. What should s/he do? S/he should _____.”

Part 4. Pick 3. Ss work in pairs. S1 receives a page with three boxes (pronoun, verb, ailment). S2 receives a page with three boxes (pronouns, the verb should, and advice). Ss complete dialog using any pronoun, ailment, and advice. This is the most difficult of the four Line Dialogues listed here.

- What should I do? (variation of What’s my problem?)

Place a stick note with an ailment on each person’s back. Ss ask others, “What should I do?” and identify their illness based on the advice classmates give them.

- Matching: Each pair of students has a pair of cards for each vocabulary word (or phrase).

One card is a picture; the other is the word or phrase. S1 turns all word cards face down.

S2 turns all the picture cards face up. S1 turns over a word card and reads it.

S2 turns the matching picture card face down. When all word cards are face up,

Ss trade places, turn word cards face down, turn picture cards face up, and begin again.

- Twenty Questions: Using picture flashcards have student pick a card. Other students ask yes/no questions such as... Should you rest? Are you very tired? Should you go to the hospital? Are you having chest pains? Etc. (Model this for the students.) Do as a full group and then put in pairs to continue.

- We’re in Order: Each person gets a flashcard. The group must line up in alphabetical order. After they have lined up, each person should tell what their card represents and make sure they are in alphabetical order.

- Pick 3: See attached handout. Student A chooses one word from each of the 3 boxes to complete a sentence. Then asks “What should _____ do?” Student B gives advice by choosing a word from each of his/her 3 boxes.

- Collaborative Worksheet Unit 4 Lesson B Matching – make on colored cardstock for pairs. Students follow the direction. Students should read the sentence aloud for communication practice.

5. Homework check/review (5-10 min)

Ventures Multilevel worksheets Unit 4 Lesson A

Check the homework assignments for the different levels.

6. Reading (5-10 min; 15-20 min. with nonliterate students, combined with writing)

- Collaborative Worksheets – Lesson B for Unit 4 - make on colored cardstock for pairs. Students follow the direction. Students should read the sentence aloud for communication practice.

7. Writing (5 min)

- Write sentences on the back of flashcards.

8. Assignment

- Ventures Multilevel worksheets Unit 4 Lesson B
Give to students based on their level (3 levels of worksheets)
- Practice at home with flashcards

Pick 3, Student A

Choose one pronoun from Box 1,
one verb from Box 2, and
one ailment from Box 3

Complete this sentence:

_____ (a) _____.

Ask this question:

What should _____ do?.

Box 1	
I	We
You	
He	
She	
It	They

Box 2	
has	have

Box 3	
chest pains	headache
bad cut	broken leg
swollen knee	toothache

Examples:

I have chest pains.

What should I do?

He has a headache.

What should he do?

Pick 3, Student B

Listen to Student A.

Give advice.

Choose one pronoun from Box 1,
should from Box 2,
and advice from Box 3.

(or say something new!)

Box 1	
I	We
You	
He	
She	
It	They

Box 2	
should	

Box 3	
see a doctor	
take some aspirin	
put a bandage on it	
get an x-ray	
put ice on it	
see a dentist	

Examples:

You should see a doctor.

He should take some aspirin.

Lesson B You should go to the hospital.



Matching

A Work with a partner. Cut out the cards. Mix them up.

B Turn the cards face down.






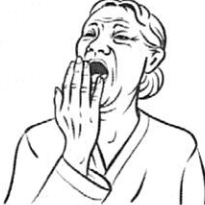




C Turn two cards over at a time. Match the sentences with the pictures.

Example

		She should take some aspirin.		She should take some aspirin.	
					

no

yes

	She should take some aspirin.		You should keep this in the refrigerator.
	He should go to the hospital.		She should see a dentist.
	He should take a bath.		She should take a nap.
	She should see a doctor.		He should use crutches.
	He should stay in the shade.		She should rest her eyes.

Lesson **B****You should go to the hospital.****A** Match the questions with the answers.

- | | |
|------------------------------|-------------------------|
| 1. My stomach hurts. | a. What should she do? |
| 2. His leg hurts. | b. What should I do? |
| 3. She has a sprained ankle. | c. What should they do? |
| 4. Their eyes hurt. | d. What should he do? |

B Circle the correct advice.

- | | | |
|---|----------------------|----------------------|
| 1. Your tooth hurts. You should ____ . | a. see a dentist | b. drink some water |
| 2. Your eyes hurt. You should ____ . | a. stay in the sun | b. rest |
| 3. You have a headache. You should ____ . | a. take some aspirin | b. see a dentist |
| 4. You hurt your leg. You should ____ . | a. stay in the shade | b. get an X-ray |
| 5. You are very hot. You should ____ . | a. see a doctor | b. stay in the shade |

C Unscramble the words. Complete the conversations.

1. **You** (leg / hurts / My / .) My leg hurts.
 (I / What should / do / ?) _____
Friend (rest / You / should / .) _____
 (walk / shouldn't / You / .) _____
2. **You** (My mother / feel well / doesn't / .) _____
 (What / she / do / should / ?) _____
Friend (a break / take / She should / .) _____
 (shouldn't stay / in the sun / She / .) _____
You (I'll / her / tell / OK, / .) _____

Lesson **B****You should go to the hospital.****A** Complete the questions.

1. My stomach hurts. What should I do?
 2. His leg hurts. What _____ do?
 3. She has a sprained ankle. What _____ do?
 4. Their eyes hurt. What _____ do?

B Complete the chart with the best advice.

get an X-ray rest see a dentist stay in the shade take some aspirin

Problem	Advice
1. Your tooth hurts.	<i>You should see a dentist.</i>
2. Your eyes hurt.	
3. You have a headache.	
4. You hurt your leg.	
5. You are very hot.	

C Unscramble the words. Complete the conversations.

1. **You** (leg / hurts / My / .) *My leg hurts.* _____
 (should / I / What / do / ?) _____
Friend (You / should / rest / .) _____
 (walk / shouldn't / You / .) _____
2. **You** (mother / My / feel / doesn't / well / .) _____
 (What / she / do / should / ?) _____
Friend (break / take / a / should / She / .) _____
 (shouldn't / sun / stay / the / She / in / .) _____
You (I'll / her / tell / OK, / .) _____

Lesson B

You should go to the hospital.



A Write questions. Use *What*.

1. My stomach hurts. What should I do?
2. His leg hurts. _____
3. She has a sprained ankle. _____
4. Their eyes hurt. _____

B Complete the chart. Use some advice more than once.

drink some water	go to the hospital	see a dentist	take a break
get an X-ray	rest	stay in the shade	take some aspirin

Problem	Advice (1)	Advice (2)
1. Your tooth hurts.	<i>You should see a dentist.</i>	<i>You should take some aspirin.</i>
2. Your eyes hurt.		
3. You have a headache.		
4. You hurt your leg.		
5. You are very hot.		

C Unscramble the words. Complete the conversations.

1. **You** (leg / hurts / My / .) My leg hurts.
 (should / I / What / do / ?) _____
Friend (You / should / rest / .) _____
 (walk / shouldn't / You / .) _____
 (You / get / X-ray / should / an / .) _____
2. **You** (mother / My / feel / doesn't / well / .) _____
 (What / she / do / should / ?) _____
Friend (break / take / a / should / She / .) _____
 (shouldn't / sun / stay / the / She / in / .) _____
 (should / drink / of / lots / She / water / .) _____
You (I'll / her / tell / OK, / .) _____

ESL LESSON PLAN

Date used: _____

<p>Pray for your students</p> <p>Name of book, lesson title and/or number, pages:</p> <p>Lesson objective:</p> <p>Visual or teaching aids needed:</p>

Greeting, scripture and prayer (*Approximately 5 minutes*)

Introduce new vocabulary: list 8-12 new words (*Approximately 15 minutes*)

Use warm-up activity, visuals, mime, Total Physical Response, repetition, and dictation.

Sentences using new vocabulary: list sentences and questions (*Approximately 15 minutes*)

Use repetition, substitution, and question and answer exercises.

Additional pronunciation practice: list activities or resource name and page
(Approximately 5 minutes for beginners; 10 minutes for intermediate and advanced students)

Communication practice activities: list each individual activity *(Approximately 40 minutes)*

Review new words, homework assignment, and prayer *(Approximately 5 minutes)*

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