

Lesson Plans for ELL Students

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This lesson plan will be for English language learners in third grade. Assignments and activities will be geared towards math and language arts. In some way, each assignment or activity will relate to money. Furthermore, lessons could solely be based on money and others could just have some relation to money. Throughout this lesson plan there will be strategies or activities for sheltered instruction, review, and assessment. Sheltered instruction is a strategy that allows English language learners to learn both the language and the content at the same time. This strategy is known to have much success.

Grade Level: 3 rd grade	Content Area 1: Math	Content Area 2: Language Arts
Theme: Money	Learning Objective(s): Students will be able to count money.	Learning Objective(s): Students will be able to describe the uses/importance of money.
<i>Real-Life Application(s):</i> These lessons are relevant to students' lives because everybody deals with money and relies on it in order to get through life. Students need to know how to count money in order to make purchases, sell things, pay bills, etc. In addition, students need to understand why money is important and why it is important to budget it.		
<i>Enrichment Experiences:</i> Students will be able to hear about real life experiences pertaining to money from their teacher and parents. Students will also be using their "play" money in class in order to purchase different things (stickers, candy, pencils, etc). This will give them incentive as well as choice to pick items out.		
<i>Project:</i> Students will be able to create their own grocery list given a budget. Students will determine their change given their budget and grocery list. Students will then get to explain why they chose the groceries they did.		
<i>Presentation and Celebration:</i> Students will present their projects to their teacher. Students will have the choice to create the project electronically or on a poster. Once students are done presenting their projects, the class will vote on the top five foods they want, within the given budget, to have for a small celebration.		

Day 1 Lesson Plan		
<i>Time Requirement</i>	<i>Strategy/Activity</i>	<i>Resources</i>
20 minutes	Introduction of bills and coins. Explain values of money. Demonstrate how to count money. (Sheltered Instruction)	-Fake money for manipulatives -Whiteboard/markers for writing values
5 minutes	Use Quizlet to review money and its value. (Review)	-Quizlet
5 minutes	Have each student fill out an exit slip in which they need to label all money pictured. (Assessment)	-Exit slip labeling money -Writing utensil
Day 2 Lesson Plan		
<i>Time Requirement</i>	<i>Strategy/Activity</i>	<i>Resources</i>
10 minutes	Students will learn about the importance of money and what money is used for through a class book. (Sheltered Instruction)	-Book: <i>The Penny Pot</i> by Stuart Murphy
10 minutes	Class will discuss what was read (value of money, importance of money, counting money, etc.) and look at manipulatives. (Review)	-Fake money for manipulatives
10 minutes	Students will write a five-sentence paragraph about what they learned about money from the book. (Assessment)	-Paper -Writing utensils
Day 3 Lesson Plan		
<i>Time Requirement</i>	<i>Strategy/Activity</i>	<i>Resources</i>
5 minutes	Teacher will explain what they use money for in their own household. (Sheltered Instruction)	-Teacher knowledge
5 minutes	Students will share, in groups, what they think their parents use money for. (Review)	-Student collaboration
20 minutes	Students will interview their parents after school. During class, students will create a list of ten	-Paper -Writing utensil

	questions to ask their parents about money. (Assessment)	
Day 4 Lesson Plan		
<i>Time Requirement</i>	<i>Strategy/Activity</i>	<i>Resources</i>
5 minutes	Students will watch video on budgeting. (Sheltered Instruction)	-Video
5 minutes	Teacher will give examples on how to create a grocery list on a budget. (Review)	-Teacher knowledge
20 minutes	Students will work on project (purchasing groceries given a budget) and include writing as well as images. (Assessment)	-Electronic device -Poster board -Color/writing materials
Day 5 Lesson Plan		
<i>Time Requirement</i>	<i>Strategy/Activity</i>	<i>Resources</i>
5 minutes	Watch short video on how a trip to the grocery store looks. Discuss this. (Sheltered Instruction)	-Video -Electronic device to show video on
5 minutes	Examples of projects shown to the class. Show how to present projects to the class given the language barrier. (Review)	-Example projects -Visuals
20 minutes	Presentation of project. Project entails having a budget, purchasing groceries, and calculating the change. Presentation of the project can be done electronically or on a poster. After presentations, students will vote on snacks for party, given the budget. (Assessment)	-Poster project -Electronic device -Simple language/pictures for presentation

Conclusion

This lesson plan was created for English language learners in the third grade. Each day the lessons included sheltered instruction, review, and assessment. The idea of sheltered instruction was created by Stephen Krashen. Sheltered instruction is the idea that English

language learners are learning the language and the content at the same time. The lesson plan entailed both math content and language arts content. Throughout the lessons, each one had a theme of money. Students had to do things such as count money, label money, interview their parents, and create a grocery list given a budget.

References

Schutz, R. (2005) *Stephen Krashen's Theory of Second Language Acquisition*. <https://apps.esc1.net/ProfessionalDevelopment/uploads/WKDocs/58121/2.%20Stephen%20Krashen.pdf>