

Lesson Plan Template

Adult ELL Pathway Literacy Pilot Class

(90-Minute Session)



Theme: FAMILY

Week & Topic: 2: Extended Family Members

Objectives: By the end of the lesson, learners will be able to . . .

- ❖ *understand, respond to, and use vocabulary related to the topic*
- ❖ *follow along, repeat, recognize words/sentences, and answer yes/no and wh- questions of a text related to the topic*
- ❖ *develop sound/symbol correspondence within the topic by systematically working on sounds*

(Click here to see [Learning Outcomes](#) for the program.)

Lesson Activities	Time
ORAL VOCABULARY	
<p>1) Small Talk & Situating: <i>Go over calendar & weather, feelings</i></p> <p>2) Total Physical Response (TPR): <i>By responding physically to words/expressions, learners acquire vocabulary more quickly. Say words (nouns/verbs/prepositions) within the theme and have the learners “act them out” to develop oral vocabulary and listening skills.</i></p> <p>TPR words for the theme:</p> <p>touch, hug, kiss, eat, sleep, wash, watch, clean, help, teach, sing, dance, (babies) feed, rock, pat, nurse, play, throw, catch, pick up, hold, dress</p> <p>Vocabulary Building: <i>Show pictures from the theme bank, first without words, then with words (5-7 new words). Let the learners tell what they know by looking at the pictures. Let the learners hear the word many times. Ask questions to activate background knowledge. Start with yes/no questions, then wh- questions (who/what/where/when/why/how). At the end do a quick “repeat after me” to review and build confidence.</i></p> <p>Conversation Practice: (pictures of immediate family members)</p> <p>Do you have ____ (uncles/aunts, nephews/nieces, etc.) How many?</p> <p>What is your ____’s name?</p> <p>Where does your ____ live?</p> <p>Instructional Examples:</p> <p>Small Talk & Situating</p> <p>Total Physical Response (TPR)</p> <p>Vocabulary Building: Food</p> <p>Vocabulary Building: Weather</p> <p>Resources To Use: FAMILY Theme Bank</p>	45min
READING	

Whether you are in person or online, you can use the story banks to practice reading. You can also print out the story bank. Follow the guidance in the [Pattern for Scaffolded Reading](#) document. Stories are available at the end of the theme bank.

20
min

Instructional Examples:

[Teaching reading/directionality using booklet](#)

[Teaching reading using story \(no words/words\)](#)

[Language Experience Approach: Creating a learner-generated story](#)

Resources To Use:

[A Day with Grandma Level A](#) (Pathway to Lit)

[A Day with Grandma Level B/C](#) (Pathway to Lit)

[A Day with Grandma Level D](#) (Pathway to Lit)

[A Day with Grandpa Level A](#) (Pathway to Lit)

[A Day with Grandpa Level B/C](#) (Pathway to Lit)

[A Day with Grandpa Level D](#) (Pathway to Lit)

PHONICS

Phonics Instruction Guide: [Phonics for 15-week Program Launch](#)

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Level A: Bb, Uu, br

Suggestions for Higher Levels: u_e, ou (out), au (August), r
controlled vowels: ur

Day 1:

- # of words in sentence & syllables in a word
- Listening for beginning & ending, same/different
- Match the sound, repeat the sound, write the sound

Day 2:

- Blend the parts & sounds
- Listen for sounds (first, end, same/different, other words)
- Blend the sounds (I say slow, you say fast), find the sound in the story

Day 3:

- Word stress
- # of sounds in words, location of sounds (beginning/middle/end)
- Take away / replace, write missing letter, dictation (sound or word)

Instructional Examples:

[Phonics: Blending](#)

[Phonics: Take away / replace](#)

Resource To Use:

[All Sounds of English](#)

[Phonics Activities Templates](#)

NUMERACY OR CITIZENSHIP	
<p><i>Teacher can do any numeracy or citizenship tasks that would be helpful and relevant for the students. A steady small dose of either of these topics will build their confidence.</i></p> <p>Resource To Use:</p>	5
WRAP-UP	
<p><i>Talk with student about the following:</i></p> <ul style="list-style-type: none"> • <i>Today I learned / practiced . . .</i> • <i>What will you do tonight / tomorrow / this weekend? I will . . .</i> 	5
HOMEWORK	
<p><i>Send the links from the videos to the learners' phone/email. Show the student how to click the link and do the practice video or quiz.</i></p> <p>Resources To Use: FAMILY Student Practice Videos</p>	N/A
ADDITIONAL RESOURCES	
FAMILY Week 2 Teacher's Bank	