

**Directions:** Give this example to the students to review and discuss in groups of 3. Either share this document (*don't allow editing access*) or print out a lesson plan for each student!

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**Student Summary:** *Aisha is 17 years old and a late beginner to early intermediate learner of English. She wants to improve her communication skills to talk about her interests and future plans. Aisha should start in the [Evolve series 2](#).*

*Think about the following questions as you review this lesson:*

- 1. What four areas of language learning did they practice?*
- 2. What resources did they use?*

*NOTES about lesson Formatting:*

- **MODIFIED** = means that there is added practice that goes beyond the resource or textbook directions.
- **Activities & Exercises** = correspond to the Evolve book work and are broken up based on their pages
  - For example: 1: Tutor/learner share time, 2: Review homework, 3: objective 1 → a (hook), b (page 2), c (page 3) and their corresponding exercises associated with those pages
- Linked audio = scan the QR code to get the link and then copy & paste the link into your lesson plan

***\*\*\*I would only do 2-3 pages of the Evolve series per lesson and with one objective: More than that for a 1 hour lesson can be too draining and less likely to retain! There are a lot of activities packed into each page that you can modify/change if needed to practice the 4 areas of language learning.\*\*\****

# UW-ESL Tutoring Program: Lesson Plan Example

**Duration:** About 1 - 1.5 hours; depending on the learner/tutor pair

**Materials:**

**Objective 1:** [Evolve \(unit 1- connections\) - A2.pdf \(Pages 1-3\)](#)

**Objective 2:** [Conversation Starters \(Free Time & Hobbies\); English Vocabulary \(choose\)](#)

**Lesson Plan:**

1. **Tutor/Learner Share Time: English Outside of Class (5-10 mins)**
  - a. "How are you this week?" (*note any student needs in your post-tutoring form*)
  - b. "Did you use English this week?"
    - i. "If so, what did you do?"
    - ii. "What could you use to practice?"
2. **Review Homework (Previous lesson)**
  - a. **IF APPLICABLE, if a student wants homework!**
3. **Objective 1: [Connections - Unit 1 \(Evolve\)](#) (Pages 1-3)**
  - a. **Hook:** Where are you from? Discuss.
    - i. Share a little information about your friends or family, then encourage the student to do the same (*if she is comfortable*)
    - ii. **Complete** the start speaking section (page 1)
      1. Listen to the audio ([linked here](#))
  - b. **Activities 1.1: We're Family (Page 2)**
    - i. **Exercise 1A:** Look at the pictures together, say the words to your learner and discuss what she sees everyday
    - ii. **Exercise 1C:** Pair-work: make 5 true sentences with five words from exercise 1A
      1. When she is done, have Aisha start to read her true 5 sentences out loud, help her with sentence #2 if she needs it
    - iii. **Exercise 2A-2B:** Language in Context (**Page 2**)
      1. Have the student read one box then switch so you (the tutor) read the other
      2. Then discuss which names to match with their connection to Cecilia
  - c. **Activities 1.1: Grammar *be*; possessive adjectives (page 3)**
    - i. Exercise 3A:
      1. Using the grammar in the boxes below, discuss what the answers would be for the sentences (if you can annotate, write them in as your student answers!)
      2. Then, have the student read each sentence out loud in the '*be*' box
    - ii. Exercise 3B:

1. Complete the spaces with the correct possessive adjective; read each one out loud and have the student fill in the blanks (verbally) or if you can annotate, try to write them in
  2. Then switch off between reading each sentence in the box under 'possessive adjectives'
- iii. Exercise 3D: *MODIFIED*
1. Give the first example, then have the student fill in the blanks (verbally or annotate)
  2. *Writing Practice!* Have the student pick 2 questions from the activity and write a sentence for each one
    - a. When she is done, have her read the two sentences out loud (correct for possessive adjectives)
- iv. Exercise 4A:
1. (If interested) have the student make a similar picture for her life. Write the names of a few connections.
    - a. Watch the video (QR code on the page) – ([linked here](#))
- v. Exercise 4B: *MODIFIED*
1. *Writing* → *Speaking Practice!* Have the student prepare 2-3 questions about your connections based on a picture that you chose:
    - a. For example, show a picture and the student could ask –
      - i. Student: "Who is \_\_\_?"
      - ii. Student: "Is he related to you?"
    - b. Then, respond to her questions.
      - i. Ex: Student: "Who is \_\_\_?" Tutor: He's my \_\_\_\_...
        1. Student: "Is he related to you?" Tutor: "Yes, he is."
  2. Then, switch! (If she feels comfortable! – it is not necessary that she has to show a photo of someone she is connected with).
- vi. *Concluding Convo!* Was this an interesting topic to you? Is this useful language to say who you are related to or who is in your life? (for example: She's my mom, he's my brother.)

**4. Objective 2: Free Time & Hobbies**

- a. **Materials:** [Conversation Starters \(hobbies\)](#); [English Vocabulary](#)
- a. **Hook:** What is 'free time?' Come up with a definition together.
  - i. What do you do in your free time? Share both your hobbies and ask the learner about hers.
- b. **Activity 1:** 4 questions
  - i. Look at these questions together (based on this list) – discuss and try to keep the conversation going.
    1. What new activity would you like to try doing in your free time?
    2. Do you ever feel that you waste your free time? How?
      - a. What can you do about this?
    3. Do people's leisure time activities change as they get older? How?
    4. Does this change depending on the culture? Discuss.

ii. *Writing → Reading → Speaking Practice!*

1. Step #1:
  - a. Have the student pick one question and try to write a minimum of 3 sentences about that question. At the same time, the tutor should pick a question and write 3 sentences.
2. Step #2:
  - a. When she is done, have her read her 3 sentences out loud. Then share yours.
3. Step #3:
  - a. Based on that conversation, choose vocabulary that would best fit to help her support her answer (choose from [the link here](#))
4. Step #4:
  - a. Review 5-6 new vocabulary words that can help her describe her hobby.
5. Step #5:
  - a. Help her edit her original writing to include this new vocabulary. Additionally: Help her edit to include possessive adjectives (for example: **She's** my mom and she likes to help me cook.)
6. Step #6:
  - a. Then, have her read her sentences out loud and try to ask follow up questions to keep the conversation going!

5. Homework

A. [Unit 1: Connections \(Homework\)](#) *IF STUDENT WANTS/HAS ACCESS TO HOMEWORK!*

6. Tutor Feedback

7.

**Complete Initial Student Needs Survey**  
**(ONLY AFTER FIRST LESSON)**

**Weekly Tutor Feedback Form (CLICK**  
**HERE)**

**JUST IN CASE: TECH HELP**

**THANK YOU!**

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## **Follow-up Activity – In groups of 3**

### **Discuss what you noticed in groups:**

1. *What four areas of language learning did they practice?*
2. *What resources did they use?*

### **Then, brainstorm some ideas to these questions together!**

3. *Brainstorm **two adaptations** you would make to this lesson.*
4. *Brainstorm another way you could review the content for the next lesson?*