

Lesson plan

Orientation / Welcome and classroom rules			
Lesson: 1	Grade: 4	Date taught: 27.09.2009	Teacher:
Curriculum Standards			
<p>3.3 Identify some key features of factual recounts.</p> <p>2.3 Use capital letters, full stops and question marks</p> <p>1. 1 Use and consolidate active vocabulary.</p> <p>2.4.3 Understand and respond to simple wh-type questions</p> <p>2.4.4 Follow and respond to instructions</p>			
Learning outcomes			
<p>We are learning to:</p> <p>recall facts about a someone sitting by you</p> <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> recall simple facts about the partner they worked with today at some level be able to share facts about themselves with a partner 			
Methodology			
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Dramatization / mind map <input type="checkbox"/> Inquiry learning <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Research <input type="checkbox"/> Cooperative group activity <input type="checkbox"/> Shared reading <input type="checkbox"/> Student reading <input type="checkbox"/> Student writing <input type="checkbox"/> Role play <input type="checkbox"/> Problem solving </div> <div style="width: 48%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Learning stations <input type="checkbox"/> Group debate or discussion <input type="checkbox"/> Jigsaw <input type="checkbox"/> KWL chart <input type="checkbox"/> Picture / photo activity <input type="checkbox"/> PPT <input type="checkbox"/> Venn diagram <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Modeling <input type="checkbox"/> Project <input type="checkbox"/> Differentiation (through questioning children) <input type="checkbox"/> Other: </div> </div>			
Lesson sequence:		Time	Resources
Starter activity			
<p>The teacher will:</p> <ul style="list-style-type: none"> T starts greeting Ss by saying good morning ,How are you? And says I'm English teacher and I'm happy to see you. T writes her name on the board. T shares a little bit about herself with the students – hopes and dreams for the coming year with them. Then T starts to ask Ss about their names; then asks them about their holiday. 		15 min	<p>Whiteboard prepared</p> <p>Names of all students written on</p>
Main activities (with differentiation where appropriate)			
<p>The teacher will:</p> <ul style="list-style-type: none"> T starts to explain the rules for the class that they will work in groups and teacher asks after dividing them in groups asks them to choose names for their groups telling them that their many prizes and for all group, there is one leader and he will be responsible for the organization. T tells them about the rules that if you want to answer raise your hand before you answer. Then keep your classroom clean. Don't fight with your group ,respect your leader . pair the students up and ask them to share something about themselves with their partner. (It is a good idea for the teacher to model this first with a student coming up to the front of the classroom using key headings; name, age, number of brother and sisters, sports, hobbies) 		<p>15min</p> <p>20 min</p>	<p>Whiteboard / whiteboard marker</p> <p>Sentence prompts written on the board – teacher will emphasise; capital letters full stops</p>

First Day Esl Lesson Plan

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Resources in Education ,2001 **Adult ESL/Literacy From the Community to the Community** Elsa Auerbach,Byron Barahona,Julio Midy,Felipe Vaquerano,Ana Zambrano,2013-05-13 Adult ESL Literacy from the Community to the Community A Guidebook for Participatory Literacy Training tells the story of a university community collaboration to develop implement and evaluate a project designed to train immigrants and refugees as adult ESL and native literacy instructors in their own communities Beyond the story of this one project the book is also a clear and powerful explication of the underlying principles and premises of the program model it describes community leadership development a participatory approach to literacy instruction and instructor training native language adult literacy instruction and collaboration **The ESL/ELL Teacher's Survival Guide** Larry Ferlazzo,Katie Hull Sypnieski,2022-04-12 Maximize the educational potential of your ESL ELL class with this singular resource The ESL ELL Teacher s Survival Guide Ready to Use Strategies Tools and Activities for Teaching English Language Learners of All Levels 2nd Edition offers readers a comprehensive range of instructional strategies and educational resources for teaching English The newly revised 2nd Edition includes brand new chapters on Working with Long Term English Language Learners Teaching English internationally Teaching Elementary Age ELLs Teaching Adult ELLs Teaching ELLs with learning challenges Culturally Responsive Instruction Effective online instruction Working with co teachers and para professionals In addition to the new chapters The ESL ELL Teacher s Survival Guide contains updated material on topics including math science social studies Common Core Standards the Next Generation Science Standards and 150 pages of new highly engaging content An essential resource for anyone involved in teaching English as a Second Language to students of all ages this book is perfect for general education teachers and ESL specialists for students in grades six through twelve It s also highly instructive for teachers of adult ESL classes elementary and teacher educators and resource specialists *ESL (ELL) Literacy Instruction* Lee Gunderson,2008-08-01 This comprehensive text applies research to practice providing both ESL and mainstream teachers with the background and expertise necessary to plan and implement reading programs that match the particular needs and abilities of their students from kindergarten through adult levels **eleMENTary School:(Hyper) Masculinity in a Feminized Context** Scott Richardson,2012-10-20 Scott Richardson gives us a finely detailed experiential account of how gender and teaching are woven together in public schools Through his own memories and the narrativized experiences of his research subjects Richardson demonstrates both the institutional benefits associated with being male and the fragility of masculinity Membership in the Boys Club of hypermasculinity requires constant checking surveillance and choices that fit within the narrow range of dominant masculinity so well detailed by R W Connell Richardson s causal style parallels the ease with which men in leadership and teaching positions articulate their allegiance to gender norms and one another and in effect set critique of such gender norms above comment it s just the way things are done Cris Mayo Associate Professor of Education

Policy Organization and Leadership Faculty Director of the Odyssey Project author of *Disputing the Subject of Sex Sexuality and Public School Controversies* Scott Richardson has written a provocative work that lifts the veil and explores a secret space hiding in plain sight in every school in America The taboo is gender and for teachers who often feel bound and gagged unseen and unheard Richardson s efforts offer a life altering experience that will change the way we understand classrooms

eleMENTary School hyper masculinity in a Feminized Context is both forbidden fruit and a small masterpiece William Ayers Distinguished Professor of Education and Senior University Scholar University of Illinois at Chicago retired founder of the Center for Youth and Society author of *To Teach The Journey of a Teacher* and co author editor of *The Handbook of Social Justice in Education* with T Quinn author of *Dude You re a Fag Masculinity and Sexuality in High School* and Anas Mias and Wannas *Identity and Community in a Pro ana Subculture* Scott Richardson s *eleMENTary School hyper masculinity in a Feminized Context* is a remarkable innovative contribution to teacher lore narrative inquiry and gender studies Readers cannot experience this book without pondering questioning rethinking and reconstructing their perspective on education and its socio sexual and political milieu Surely that is one of the most laudable consequences of a scholarly contribution in education I urge educators at all levels to let this book have impact on their outlooks William H Schubert Professor Emeritus Dept of Curriculum former Director the Teacher Lore Project co author editor of *Teacher Lore Learning from Our Own Experience* with W Ayers and author of *Love Justice and Education* Scott Richardson is an Assistant Professor of Educational Foundations Women s Studies faculty member and co founder of the Sexuality Gender Institute at Millersville University

Highway to E. S. L. Rik Ruiter,Pinky Y. Dang,2005 In today s world teaching English as a Second Language E S L is big business An expanding global communications network has made English the international language of choice In *Highway to E S L* authors Rik Ruiter and Pinky Dang provide an easy to understand guide not only for individuals seeking a new and rewarding career teaching English but also for experienced E S L instructors who wish to improve their classroom skills Written in a user friendly format that includes detailed course planning and an appendix containing a variety of useful evaluation forms *Highway To E S L* supplies readers with valuable information on how to teach the different disciplines of English a vital component to successful education in both domestic and international markets Other key topics include Necessary teaching methodologies and approaches Innovative personal teaching tips Proficient classroom management Troubleshooting common classroom problems Efficient planning that utilizes timetables Stimulating activity suggestions Effective curriculum and lesson planning for grammar reading writing listening and speaking Incorporating both conventional and non conventional teaching resources in the classroom In *Highway to E S L* Ruiter and Dang answer the common who where when what why and how questions of both experienced and inexperienced E S L teachers providing teachers with the vital information needed to educate eager minds

The Dancing Lion Stephen Barry,2004-08 Happiness has always eluded Bill Harris His teaching job leaves him vaguely dispirited and unfulfilled To breathe life into his flagging

career he transfers to a new high school but the decision backfires when his new principal assigns him classes filled with Vietnamese immigrants When school starts the students ask Harris to supervise a Vietnamese cultural club He reluctantly agrees unaware the decision will change his life He quickly becomes captivated by his students spellbound by the beauty of their culture and often speechless at their fierce loyalty for their parents He spends long hours helping them prepare a wondrous lunar New Year show Filled with music dance comedy and drama the show opens with a riveting performance by the Dancing Lion a terrifying guardian from the palace of a powerful god and ends with The Legend Stone Woman an ancient story that looks deep into the heart of the Vietnamese way of thinking and illustrates the integrity and strength of the Vietnamese woman The Dancing Lion describes a year in the life of an American teacher whose life is transformed by his students It is a touching display of people reaching out to each other across a cultural divide Research in Education,1972 *Free City!* Marcy Rein,Mickey Ellinger,Vicki Legion,2021-06-29 Free City The Fight for San Francisco s City College and Education for All tells the story of the five years of organizing that turned a seemingly hopeless defensive fight into a victory for the most progressive free college measure in the US In 2012 the accreditor sanctioned City College of San Francisco one of the biggest and best community colleges in the country and a year later proposed terminating its accreditation leading to a state takeover Free City follows the multipronged strategies of the campaign and the diverse characters that carried them out Teachers students labor unions community groups public officials and concerned individuals saved a treasured public institution as San Francisco s working class communities of color battled the gentrification that was forcing them out of the city And they pushed back against the national reform agenda of corporate workforce training that drives students towards debt and sidelines lifelong learning and community service programs Combining analysis with narrative Free City offers a case study in the power of positive vision and solution oriented organizing and a reflection on what education can and should be *ENC Focus* ,2001 **Teaching English Language Learners Across the Content Areas** Judie Haynes,Debbie Zacarian,2010-02-15 English language learners ELLs often face the difficult challenge of learning both a new language and new subject matter at the same time In Teaching English Language Learners Across the Content Areas Judie Haynes and Debbie Zacarian offer strategies tools and tips that teachers can use to help ELLs at all levels flourish in mainstream classrooms This book will show teachers how to Determine their ELLs stages of English language acquisition Modify assignments and assessments in different content areas for ELLs at different stages of language development Ensure that all ELLs participate fully in lesson activities alongside their English fluent peers Communicate effectively with parents and guardians of students from diverse cultures Real life examples of lessons from elementary middle and high school that have been modified for ELLs in language arts math science and social studies classes show how to effectively put the authors recommendations into practice A glossary of important ELL and ESL terms is included as well for those who are new to teaching ELLs Whether novice or veteran all teachers of ELLs will benefit from this wonderfully

practical guide to ensuring that ELLs learn English by learning content and learn content while learning English

American Indian Education, 1971 *American Indian Education* Cecilia J. Martinez, 1970 *Organized Teacher, Happy Classroom* Melanie S. Unger, 2011-05-23 Bring Out the Best In Your Students Classrooms are busy places full of people activities and materials Keeping them organized can be a challenge but an organized classroom is essential and allows students and the teacher to fully focus on learning by eliminating distractions Organized Teacher Happy Classroom provides practical proven methods for maintaining an organized classroom throughout the entire school year Inside you ll find Strategies for managing students papers curriculum material and essential paperwork Time management tips to maximize your instruction time and lesson planning Organizing systems you can teach your students to improve self reliance and accountability Checklists for starting and ending the year well organized Helpful forms and templates you can use in your classroom Plans for arranging a classroom that promotes positive student participation Support to simplify your classroom Efficient storage solutions for all teacher and student materials Whether you teach primary intermediate middle school or high school this book will help you organize your time paperwork and classroom spaces

Collaboration and Co-Teaching Andrea Honigsfeld, Maria G. Dove, 2010-08-10 Help ELLs achieve success with an integrated collaborative program This resource provides a practical guide to collaboration and co teaching between general education teachers and ESL specialists to better serve the needs of ELLs Offering classroom vignettes step by step guidelines ready to use resources and in depth case studies the authors help educators Understand the benefits and challenges of collaborative service delivery Teach content while helping students meet English language development goals Choose from a range of collaborative strategies and configurations from informal planning and collaboration to a co teaching partnership Use templates planning guides and other practical tools to put collaboration into practice

[Collaborating for English Learners](#) Andrea Honigsfeld, Maria G. Dove, 2019-01-18 Looking for a silver bullet to accelerate EL achievement There is none But this we promise when EL specialists and general ed teachers pool their expertise your ELs language development and content mastery will improve exponentially Just ask the tens of thousands of Collaboration and Co Teaching users and now a new generation of educators thanks to this all new second edition Collaborating for English Learners Why this new edition Because more than a decade of implementation has generated for Andrea Honigsfeld and Maria Dove new insight into what exemplary teacher collaboration looks like which essential frameworks must be established and how integrated approaches to ELD services benefit all stakeholders Essentially a roadmap to the many different ways we can all work together this second edition of Collaborating for English Learners features All new examples case studies illustrative video and policy updates In depth coverage of the full range of strategies and configurations for determining the best model to adopt Templates planning guides and other practical tools to put collaboration into practice Guidelines self assessments and questionnaires for evaluating the strategies effectiveness By this time the big benefits of teacher collaboration are well

documented Where teachers and schools struggle still is determining the best way to do so especially when working with our ELs That s where Andrea Honigsfeld Maria Dove and their second edition of Collaborating for English Learners will prove absolutely indispensable After all there are no two better authorities **The ELL Teacher's Toolbox** Larry Ferlazzo,Katie Hull Sypnieski,2018-04-24 Practical strategies to support your English language learners The ELL Teacher s Toolbox is a practical valuable resource to be used by teachers of English Language Learners in teacher education credential programs and by staff development professionals and coaches It provides hundreds of innovative and research based instructional strategies you can use to support all levels of English Language Learners Written by proven authors in the field the book is divided into two main sections Reading Writing and Speaking Listening Each of those sections includes Top Ten favorites and between 40 and 70 strategies that can be used as part of multiple lessons and across content areas Contains 60% new strategies Features ready to use lesson plans Includes reproducible handouts Offers technology integration ideas The percentage of public school students in the U S who are English language learners grows each year and with this book you ll get a ton of fresh innovative strategies to add to your teaching arsenal Teaching Mathematics to English Language Learners Luciana C. de Oliveira,Marta Civil,2020-10-09 This edited book is about preparing pre service and in service teachers to teach secondary level mathematics to English Language Learners ELLs in twenty first century classrooms Chapter topics are grounded in both research and practice addressing a range of timely topics including the current state of ELL education in the secondary mathematics classroom approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms best practices in teaching mathematics to multilingual students and ways to infuse the secondary mathematics teacher preparation curriculum with ELL pedagogy This book will appeal to all teachers of ELLs teacher educators and researchers of language acquisition more broadly This volume is part of a set of four edited books focused on teaching the key content areas to English language learners The other books in the set focus on teaching History and Social Studies English Language Arts and Science to ELLs *Lesson Plans Eol 2000 G 10* Holt Rinehart & Winston,1999-06-22 **Forum** ,1982

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