



Teaching English to Speakers of Other Languages

Lesson Plan Template

Class: Grade 1	Date:
A description of the target learner population: 1st-grade students (ages 6–7) with beginner English proficiency.	
Focal Language Skill: Speaking	I will support instruction for the focal language skill by . . . Using visual aids (flashcards), gestures for adjectives, and repetitive sentences to help build confidence in learners
Explicit Vocabulary Focus: Lion, Monkey, Elephant, Snake, Giraffe, Big, Small, Tall.	
Explicit Language Focus: The sentence structure: It is a (animal). It is (adjective)	
Program or Course Goals: WIDA Standard 1: Language for Social and Instructional Purposes	
Today's Learning Outcome(s): By the end of today's class you will be able to <i>[verb] + [noun]</i> . Use the Lesson Planning verbs charge to write your lesson learning outcome(s). By the end of today's class, students will be able to verbally describe three different animals using the sentence frame " <i>It is a...</i> " and one descriptive adjective.	

Materials/Equipment/Environmental arrangements needed to teach this lesson:

Animal flashcards, adjective icons (big, small, tall).

I will hold students accountable for homework/previous learning by . . .

Asking what they learned the previous class

Review/Warm-up

The teacher acts like an animal (e.g., jumping like a bunny) and asks, "What am I?"
Students shout out animal names they already know.

Overview

Introducing the theme for the lesson: Today we will learn about animals and how they are.

Present/Demonstrate

Show animal flashcards. Model: "Look! It is a Lion. It is big." Use movement to describe an animal (TPR).

Practice/Re-practice

Point to a card and have the whole class repeat the sentence frame. Transition to a "Whisper vs. Shout" game where students repeat the sentences.

Produce

Half the students have animal cards; the other half have adjective. Students walk around saying their sentence (e.g., "It is a giraffe") until they find the matching adjective card ("It is tall").

Evaluate

Learners will be back in their seats and draw an animal and write the language framework used in the class "It is a (animal). It is (adjective)"

Summarize

Before lining up, each student must point to one animal poster and say one full sentence: "It is a [animal]."

Contingency Plan

Play "I Spy" with animals in the room.

Application/Homework

Learners will

Reflection on the Lesson Planning Preparation Process

I focused on incorporating movement (TPR) because young learners stay engaged with activities that require movement.

Reflection after the delivery of the Lesson Plan

The students were engaged because they were able to produce through movement and engaging with their classmates.