

ESL Daily Lesson Plan: Date: March 9th, 2021 / Day: 3 / Teacher: Cameron Fehr

Schedule:

<i>Time</i>	Class	Part One	Part Two
9:00-9:30	2a	-Matching Game -Read "Something Good"	-Finish Printing Assignment and then free time (Printing Assignment: "Printing Like a Pro")
9:30-10:00	1b	-Matching Game -Find the Missing Alphabet Letters (Uppercase example)	-Station Time (if there is any extra time)
10:00-10:10	R	Recess	Recess
10:10-10:45	KAM	-Sing the "I Like to Sing ABC" song after reviewing the lyrics with the kids -Continue "My First Hundred Words"	-Tracing and then Dice Groups
10:45-11:15	3a	-Short Vowel Presentation -Find the Vowel Assignment(s)	-Tablets
11:15-11:45	Prep	N/A	N/A
11:45-1:00	Lunch	Lunch	Lunch
1:00-1:30	4a	-Adjective Powerpoint/Assignment -Short Presentation on Verbs (as an introduction for next class)	-Tablets
1:30-2:00	2b	-Short Vowel Presentation -Find the Vowel Assignment(s)	-Station Work
2:00-2:30	S	Snack	Snack
2:30-3:00	3b	-Matching Game/GIFS -Dice Groups	-Vocabulary Writing/ Station Work
3:00-3:30	B	Benchmarking	Benchmarking

*Friday Fun day is usually a station day where kids get a certain degree of freedom and free time in order to decide between different ESL activities.

Additional Notes:

Classroom Management Notes:

- Try not to start until everyone is in their seat and being quiet
 - Really need to emphasize this! Kids need to be in an organized group of some kind.

- Mason for 3b uses outbursts to garner attention (attention for what reason I can't say for sure, perhaps he feels lonely).
 - Ignore the initial outburst (unless it occurred because of something someone else did as a form of bullying)
 - This lack of attention takes the guts out of the outburst, and he self-soothes himself rather quickly. He is a smart individual who has a good sense of self-awareness.

Lesson Plan Note:

- Make the stations more defined with sign up sheets.
 - This didn't happen though I wonder if it would still be useful? Consider this for the future.

Assignment Notes:

- Develop a few more assignments related to lower-level grammar work.
 - Let's begin to make the transition from symbol/phonetic recognition to learning about affixes for the lower grades.
 - The kids need to know how new words are made so that they can learn about how words are structured in general.

Side note: Buff up substitute plans.