**ESL Daily Lesson Plan**: **Date**: March 10th, 2021 / **Day**: 4 / **Teacher**: Cameron Fehr

**Schedule:**

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| Time | Class | Part One | Part Two |
| **9:00-9:30** | **4b** | -GIF Hook with Sentence Creation (get the student to take turns choosing what video they want to see)  -Steam Educational Games Introduction: “Letter Quest,” “Blueprint Word.” | -Ipads and stations (letter checkers, craft/art station etc.) |
| **9:30-10:00** | **4a** | -GIF Hook with Sentence Creation (get the student to take turns choosing what video they want to see)  -Steam Educational Games Introduction: “Letter Quest,” “Blueprint Word.” | -Ipads and stations (letter checkers, craft/art station etc.) |
| **10:00-10:10** | **R** | **Recess** | **Recess** |
| **10:10-10:45** | **2b** |  |  |
| **10:45-11:15** | **2a** |  |  |
| **11:15-11:45** | **Prep** | N/A | N/A |
| **11:45-1:00** | **Lunch** | **Lunch** | **Lunch** |
| **1:00-1:30** |  |  |  |
| **1:30-2:00** |  |  |  |
| **2:00-2:30** | **S** | **Snack** | **Snack** |
| **2:30-3:00** |  |  |  |
| **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 ocurred 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 earn about how words are structured in general.

**Side note:** Buff up substitute plans.