

**Sample II-14: Lesson Plan Format**

**Class** \_\_\_\_\_

**Date** \_\_\_\_\_

***Time:***

***Lesson Objective:***

Language Skills:

Life Skills:

***Materials:***

***Equipment:***

**Stages of the Lesson**

Warm Up/Review

Introduction

Presentation

Practice

Evaluation

**Sample II-15: Lesson Plan: Beginning Level**

Class Beginning    Date \_\_\_\_\_

**Time:** We are assuming the class period is a minimum of two hours. Times listed for the activities are approximate. Times for each of the activities will vary depending on number of students in the class, literacy level of the class, and other factors. A specific lesson plan will always occur in the context of prior and subsequent lessons and objectives and other class activities.

**Lesson Objective:** Telephone the school office to report a child's absence. (In a telephone conversation role play, students will be evaluated on the following content: giving the name of the child, the child's teacher or class, and the reason for the absence.)

Language Skills

Possessive pronouns

Vocabulary: illnesses; sick, absent, appointment; holidays

Life Skills:

Cultural information: Schools expect to be informed about a child's absence.

Reasons for absence include sickness, doctor or dentist appointment, religious holiday, family emergency (e.g., death in family)

**Materials:**

- Practice dialogues (handouts, transparency)
- Butcher paper for teacher to draw stick figures of mother on phone and child with thermometer in mouth
- Evaluation Checklist
- Listening grid

**Equipment:**

- Overhead projector (OHP)
- Practice telephones

**Stages of the Lesson:**

Warm Up/Review (10 minutes)

From previous lessons, review health problems that children frequently have (e.g., stomachache, sore throat, fever).

Introduction

“Today we are going to talk about calling the school office when your child is sick and not going to school.”

Presentation (30 minutes)

1. Show the students the teacher-created stick drawing of mother and child. Ask the learners what is happening.
2. Read dialogue 1 (page II-35) to the students. Ask if they were right about what is happening.
3. Read the dialogue again and ask the following comprehension questions:
 

Who is Mrs. Sanchez calling?	Who is sick? What is the matter with her?
Why is she calling the school?	Who is Mrs. Johnson?

4. Have the class practice the dialogue several times, repeating each sentence after you. Then divide the class in half and have one half repeat part A and the other half part B. Switch parts.
5. Show the dialogue in writing (Transparency of Dialogue 1). Have the students read the dialogue. Ask if there are any words they do not know. If so, discuss the meanings.
6. Hand out Dialogue 1 to each student. Have the students work in pairs and practice reading the dialogue.
7. Brainstorm with the whole class other reasons for being absent. Write the reasons on the board. Discuss which are acceptable and which might not be. Have the students practice the dialogue, substituting the reasons for absence.
8. Point out the possessive pronouns “my” and “her.” Discuss their meaning and give several other examples (e.g., hold up your book and say, “This is my book.” Introduce (or review) my, your, his, her, our, their.
9. Hand out Dialogue 2 (page II-33) to each student and put the transparency of Dialogue 2 on the OHP. Ask the students to circle the possessive pronouns on their copies. Then ask a student to come up and circle them on the transparency. Have the students check their papers. Discuss why the “her” changed to “his.”
10. Have the students work in pairs to read the dialogue.

Practice (15 minutes)

1. As a whole class, brainstorm a list of names of the parents’ children’s schools and teachers.
2. In pairs, have the students practice the dialogues, substituting their own information (i.e., school name, child name, teacher name).

Evaluation (30 minutes)

1. In pairs, have the students create their own dialogues patterned after Dialogues 1 and 2, selecting information from the brainstormed lists on the board.
2. Have each pair come to the front of the room and use the practice telephones to demonstrate their dialogues. Use the Evaluation Checklist (page II-36) to note inclusion of the following information: name of child, name of child’s teacher, and reason for the absence.
3. Have the students in the audience listen for the reason for the absence and write it down on the listening grid provided (page II-36). (Note: This is preparation for taking a phone message; it also keeps the listeners focused.)