

## Sample ESL Lesson Plan Format

Performance Objective: By the end of the lesson, student will be able to make statements using present continuous. Level: High-Beginning

<b>Segment</b>	<b>What and How? Describe Activities</b>	<b>Materials</b>	<b>Multiple Intelligence</b>	<b>Time</b>
<b>1. Warm up / review</b> Transition into learning environment. Review of homework (if assigned). Review of previous lesson, checking for comprehension and retention.	“How was your week?” / Check-in. Review homework. Review last week’s lesson. More practice, if needed.			30 min.
<b>2. Introduction</b> Focus student attention on new material. Explain what you plan to do during the session and why the new material is important.	Explain that you will be practicing how to describe what people are doing in the present. Show pictures of people performing tasks and discuss, including vocabulary.	Pictures of people performing tasks.	Visual	20 min.
<b>3. Presentation</b> Introduction of new information by a variety of strategies; visuals, realia, descriptions, explanation, or written text. Instructor checks for student comprehension through new vocabulary, grammar structure, life skill, pronunciation.	Use pictures to model present continuous. “He is walking.” “She is smiling.” “He is driving.” Student then uses present continuous to also describe what people are doing in pictures.	Pictures	Visual/ Verbal	30 min.
<b>4. Practice</b> Opportunities to practice the new knowledge are provided. Tutor monitors progress and provides feedback.	Walk around office and student describes what people are doing.		Kinesthetic / Verbal	15 min
<b>5. Evaluation</b> Evaluation of attainment of lesson objectives. Evaluation can be oral, written or demonstrated performance (projects).	Using more pictures, evaluate student’s understanding of and ability to use present continuous.	Pictures	Visual / Verbal	15 min
<b>6. Application/Closure</b> An activity that requires students to apply new knowledge to their own lives or a new situation.	Ask student to observe people at home/work during the week ahead. Ask student to mentally use present continuous to describe their actions.		Verbal	5 min.

Format adapted from California Department of Education, Staff Development Institute

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Performance Objective: \_\_\_\_\_ Level: \_\_\_\_\_

Segment	What and How? Describe Activities	Materials	Multiple Intelligence	Time
<p><b>1. Warm up and /or review</b> Transition into learning environment. Review of homework (if assigned). Review of previous lesson, checking for comprehension and retention.</p>				
<p><b>2. Introduction</b> Focus student attention on new material. Explain what you plan to do during the session and why the new material is important.</p>				
<p><b>3. Presentation</b> Introduction of new information by a variety of strategies; visuals, realia, descriptions, explanation, or written text. Instructor checks for student comprehension through new vocabulary, grammar structure, life skill, pronunciation.</p>				
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<p><b>6. Application/Closure</b> An activity that requires students to apply new knowledge to their own lives or a new situation.</p>				