

ESL Personal Tutoring Lesson Plan: Unit 2 At School

Lesson E – Writing, Lesson F – Another view

Lesson for _____ Date: _____

Tutor/Learner Share Time: English Outside of Class (15mins.)

“How did it go with English this week?”

“Did anything interesting happen in your life this week?”

Review of last lesson

Review any content from previous lessons as you deem necessary.

Place a variety of classroom items on the table. Pick up a ruler and ask: *What is this? (a ruler)*. Look over the objects on the table and say: *Hmm...I have a ruler but no dictionary. I need a dictionary*. Look around the objects, repeating: *I need a dictionary* until hopefully your student hands it to you. Say: *Thanks*. Repeat this routine with other objects.

Objective #1: Practice writing key vocabulary words.

Materials: Ventures Basic Student's book, p.26, Ventures Basic workbook, pp.26-27.

Hook: Write down: *Desk*. Say: *What is this word? (desk)*. Ask: *How do we spell desk? (What letters do we need to make the word desk?)*. D E S K. Do the same for the word: *Paper*.

Activities:

Estimated Time Needed: 20 mins.

- Work through exercise 1A on p. 26 of Ventures Student's book. Read instructions out loud and model the first question. Say: *What's this word? (eraser)*. Spell out: *E-R-A-S-E ... what letter do we need? (R)*. Point to where the letter r has been written. Student is to complete the rest of the exercise independently. Go through answers together.
- Do exercise 1B together. Look at the picture, point to each item and say: *What is this?* Allow student to write it down. Correct together when they have finished. Encourage your student to complete this exercise as independently as possible. Tell them not to be worried about making mistakes as this is part of learning.

Assessment of learning:

Work through exercises 1 and 2 on pp. 26-27 of Ventures basic workbook.

Objective #2: Complete sentences about classroom information

Materials: Ventures Basic Student's book, p. 24 and 27, Ventures Basic workbook, p.27.



Hook: Turn to page 24 in student's book and direct student to the picture of Sue in exercise 1. Remind student of note from Sue's mother, asking questions such as: *What is this? (a note). What does Sue need for school?* Direct student to exercise 2A on p.27 – explain that memo is another word for note.

Activities:

Estimated Time Needed: 20mins.

- Allow student to read memo in exercise 2A silently. Then read each line of the memo and ask student to repeat. Answer any questions student may have about memo.
- Read instructions to exercise 2B out loud. Instead of writing about themselves they can use the information from the memo above to fill it in. Read aloud the first prompt: *The first day of school is....* Ask: *What day?* Remind student by pointing to the day school started. If they still don't understand tell them, for example: *The first day of school is Monday. Monday.* Allow student to complete task, giving help where needed.

Assessment of learning:

Work through exercise 3 and 4 on page 27 of Ventures Basic workbook.

Objective #3: Practice reading a class schedule

Materials: Ventures Basic Student's book, p. 28

Hook: Review the days of the week. Draw 7 long blanks and ask: *What day is today?* Write the day on the appropriate blank. Point to the next blank line and ask: *What day?* Elicit and write the remaining day of the week. Practice saying the days of the week.

Activities:

Estimated Time Needed: 15 mins.

- Turn to exercise 1 on p. 28 of student's book. Point to the class schedule and say: This is a class schedule. Point to the words and get student to repeat after you: Class schedule.
- Tell student: A class schedule tells us about classes at a school. Ask: *What is the name of the school?* Elicit answer. Point to the schedule and ask: *What classes do you see? What classes? (English 1 and introduction to computers)*
- Write down the class titles as headings for columns. Under these two columns discuss and write down information about the two classes using questions such as: *What class? What teacher? What room? What days? What time?*
- Read aloud the instructions for exercise 1A. Do the first question together, then allow student to complete the task on their own, giving help where needed.

Assessment of learning:

Using the same sort of questions as above discuss and write down information about students own class schedule in terms of their ESL tutor sessions with you. If student is attending classes anywhere else, do the same for these.



Objective #4: Review vocabulary and grammar from unit.

Materials: Ventures Basic Student's book, p. 29

Hook: Write down 3 classroom objects or pieces of furniture that you have in your work space and one that you don't. Read aloud each item and get student to repeat. After each item, gesture around workspace and ask: *Do we have a _____?* Make a check mark next to every item you have (not for the one you don't have).

Activities:

Estimated Time Needed: 20 mins.

- Using the same method work through exercise 2A on page 29 of Ventures student's book.
- Direct student to word puzzle in exercise 2B. Ask: *What is this? What do you see?* Student may say that they see letters. Read aloud the instructions and point to the first word in the box, saying: *book*. Point to the puzzle and ask: *Do you see "book" here?* Student should point to the circled example. Student can then complete the task with you helping as needed.

Assessment of learning:

Student can do exercise 2 on page 29 of Venture workbook. Use the same kind of methods as above to explain to student how to approach the task.

Objective #5: Complete a self-assessment.

Materials: Ventures Basic Student's book, p. 18-29 and self assessment on p142.

Hook: Tell student they have come to the end of this unit. Go through the pages for this unit in Ventures Basic Student book and quickly review each lesson. Ask questions like: *What words are on this page? What do you see in this picture?*

Activities:

Estimated Time Needed: 15 mins.

- Turn to the self assessment on page 141 of Ventures Basic Student's book and get student to complete it.

Wrap up, homework and extension ideas (15 mins. or more)

- Work through pages 28-29 in Ventures basic workbook.
- Use the self-assessment sheet to find out and discuss how student feels about their learning so far. Give support, encouragement and feedback.
- Talk about the next unit and what they will be learning.
- Extension idea: You can create your own end of unit test for your student to complete.

