

ESOL Lesson Plan Revision Walkthrough

Introduction

Hello, I'm Dory McCormick, the director of the SABES ESOL Professional Development Center, and I'm here with my colleague, Andrea O'Brien. Hello, I'm Andrea O'Brien, and I'm a consultant with the ESOL PD team specializing in curriculum development. And we're going to walk you through an ESOL lesson plan revision. We're going to show you how we took a good lesson plan and made it even better using the template as a guide that the Massachusetts Department of Education and SABES developed. We will go through each section of the template, showing you the changes we made, explaining why we made them. We want to mention that this template was developed as a tool to help you in your lesson planning. If you already use a lesson planning template that you like, feel free to continue using it. We do recommend that you review this lesson planning template and familiarize yourself with all the essential elements of an ESOL lesson plan that are in it. The changes we made to the original lesson plan are shown here in green. We took the information from the original and inserted it in the template as closely as possible. We also made changes based on the template format, and we made changes that we thought simply improved the lesson.

Lesson Heading

Let's take a look first at the heading. Know that this lesson is for a low beginning class and that the lesson is about ordering food in a restaurant as part of a unit on food. We made some minor changes to the heading in the original lesson. The SPL/GLE has been changed to class level NRS range to better align with DSI guidelines. Also, the template now has a space to indicate where this lesson fits into the unit. This is the fifth lesson in the unit of approximately six lessons.

Objectives and Evidence of Learning

Some sections of the old template were removed and others were added. Even though there isn't a prior knowledge section in the new template, we kept the information in the revision because it's useful to anyone who's going to use the lesson plan and who does not have access to the prior lessons in the unit. So let's look at the objectives and the evidence of learning in the lesson. The first thing to notice is that in the template, the objectives and the evidence of learning are now side by side. This format is intended to make it visually clear that there needs to be alignment between the objectives and the evidence of learning or the assessment of those objectives. "By the end of this lesson, students will be able to," and that's where you write the objectives. And then under the evidence of learning, "Students will show their learning of the objectives by," and here's where you state what the students will do to demonstrate that they've learned the objectives.

Lesson Objectives Details

Looking at the lesson objectives, you'll see that we followed the template where the content and language objectives are specified. This distinction helps teachers remember that ESOL lessons should

target both English language skills and content knowledge. The main revisions in the lesson objective section were to bring more focus to this lesson by targeting speaking and listening, and by contextualizing the oral communication in counter service restaurants. We also changed the content objectives in the original lesson plan. For example, "read and understand basic sections of a menu" was deleted because it was not measurable and not aligned with the lesson focus. In the evidence of learning, we added that students will demonstrate their learning by asking and answering questions using the present tense and by participating in a role play.

Learning Targets and Benchmarks

The section on learning target statements is new in the lesson plan template. Learning target statements are a rewording of the lesson objectives in student-friendly language and generally start with "I can." The Mass ABE/ALPS section is where to list three to five benchmarks that align to the skills being developed in the lesson. Because we changed the objectives, we also changed some benchmarks to keep the alignment.

Learning Plan

Now let's look at the next section of the template, the learning plan. The new template has a section at the top with important elements to consider when writing a lesson. These elements include the I do, we do, you do approach, interactive activities, digital literacy, cultural relevance, and differentiation. The first part of the learning plan is the warmup. The revisions include additional procedural steps and introduction of learning target statements. In the body of the lesson, we added more vocabulary building, explicit modeling, and interactive practice. Students eventually create a role play to demonstrate their learning. In the materials section, we added menus, a rubric, a worksheet, and a video link. We also added more detail to the wrap-up, including reflection and an exit ticket.

Teacher Reflection

The teacher reflection section is to be completed after teaching the lesson to reflect on what went well or what could be improved. And that wraps up our walkthrough of this lesson plan revision. Thank you for joining us today, and we hope you found this helpful.