

LESSON PLAN TEMPLATE

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| Lesson Topic: Telling career experience and goals in an interview | Learner Name: Soleil | Date & Location: 1/30/21, Zoom |
| Tutor Name(s): Barbery & Bridgette | Level: Beginner | Time: 1.5 hours |
| <p>Lesson Objectives (SWBAT): Students will be able to...</p> <ol style="list-style-type: none"> 1. Tell the tutor her healthcare skills and current work experience. 2. Create and read a new story about her career goals. 3. Learn to recognize new vocabulary words from the story. | | |
| <p>Materials/Technology/Resources Needed:</p> <p>Access to whiteboard and highlight function; Prepared slide of images related to home healthcare and nursing.</p> | | |

| Lesson Sequence | | |
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| Lesson Stage | Directions | Time |
| Warm Up/ Review | The tutor introduces herself and tells a little bit about herself. The student is asked to do the same. Tutor assesses current language ability. | 5-10 minutes |
| Introduction | Discuss today's purpose (to learn about her skills, experience and goals related to nursing career). Student will tell the tutor her story and tutor will write it down as it is told. Student will read the story aloud and learn to read the words she used. | 5 minutes |
| Presentation | Have her tell a story about her job, including how she gets there, what her responsibilities are, what her patient is like, how and with whom she communicates about the patient (e.g. providers and family), | 15 minutes |
| Practice | The tutor writes the story on the whiteboard as the student tells it again. Then the tutor reads it back pointing at the sentences as it is read. Then the student reads the story. Highlight words that were difficult, practice phonics, spelling, pronunciation and sequencing of the words. | 45 minutes |
| Evaluation (Assessment) | Have her read the story back and sight recognize the highlighted words. Tutor will read a word and ask the student to point to the word with her finger on the whiteboard. | 10 minutes |
| Application | Tutor writes a story about the student's dream job as a nurse and leave blanks for the student to fill in with vocabulary from the original story. | 5 minutes |
| Homework: Tutor emails the story with highlighted vocabulary to the student so she can read it out loud and practice the vocabulary words at home. | | |
| Notes/Reflections: | | |

LESSON PLAN TEMPLATE

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| Lesson Topic: Workers' Rights | Learner Name: Marco | Date & Location: 9/25/2021 |
| Tutor: Susan Cody | Level: intermediate | Time: 2:00pm |
| Lesson Objectives (SWBAT): Students will be able to... <ul style="list-style-type: none"> Describe life at work and some of the problems at work. Study materials provided by the union involved in the recent unionization attempt at Amazon. | | |
| Materials/Technology/Resources Needed: <ul style="list-style-type: none"> Union materials, pictures of warehouse work not necessarily from Amazon, images of unions in action, news articles that contain vocabulary words about the attempted Amazon union | | |

| Lesson Sequence | | |
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| Lesson Stage | Directions | Time |
| Warm Up/ Review | Teacher can talk about their personal experiences with Amazon. The teacher can talk about their personal experiences with unions. | |
| Introduction | How will we teach the vocabulary words? Describe what a union is and what it does. Power vs management. Worker empowerment. Solidarity. Strike. Negotiations. Contract. | |
| Presentation | Have identified a list of vocabulary words. Put the words in context - - use news articles about the Amazon unionization drive and highlight vocab words that are in the articles. | |
| Practice | Either through screen sharing or printed out news article, then the student recognizes, says out loud, and explains each vocab word. | |
| Evaluation (Assessment) | <ul style="list-style-type: none"> Evaluate the student's ability to describe life at work and some of the problems at work. | |
| Application | Ask the student to convince us to join a union. | |
| Homework: Find out how many of your friends are in a union. | | |



Notes/Reflections:

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| Lesson Topic: Workers' Rights | Learner Name: Marco | Date & Location: 9/25/2021 |
| Tutor: Jennifer Gladue | Level: intermediate | Time: 2:00pm |
| <p>Lesson Objectives (SWBAT): Students will be able to discuss problems at work. Student will develop vocabulary regarding worker's rights and unionizing.</p> | | |
| <p>Materials/Technology/Resources Needed:</p> <ul style="list-style-type: none"> ● Flashcards of vocabulary words with definitions. ● Pictures, photographs, videos ● Written dialogue with sentence frames ● Markers, paper, pencil | | |

| Lesson Sequence | | |
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| Lesson Stage | Directions | Time |
| Warm Up/ Review | The tutor will introduce herself/himself with a little background. Then the student talks about herself/himself in English. Find out how much English student already knows and if he/she has taken lessons already and what kind. | 5-10 minutes |
| Introduction | Discuss the purpose of today's lesson, which is to have him talk about work issues he's having. Tutor will record his words. Student's sentences will guide vocabulary instruction. | 5 minutes |
| Presentation | Have him tell a story about his job, including his work responsibilities, his title, hours, names of managers, and interactions with co-workers and managers, and problems he's having. | 15 minutes |
| Practice | The tutor will write down important vocabulary/phrases that he needs to know regarding work issues (ex: shifts, breaks, union). Show visuals of definition and use words in sentences. | |
| Evaluation (Assessment) | | |
| Application | | |
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| Homework: | | |



Notes/Reflections: