



Title of Lesson: Industry-related ESL for sales and Service

Classroom: #5 **Subject:** Product Display

Level: 101 beginning **Number of Students:** 31

Standard(s): Listen actively for ESL

Speak so others can understand

Determine purpose

Attend to oral communication

Benchmark (s): 3.1, 1.2., 1.4

Objective: The students will define the term “display” and they will use vocabulary related to products display.

Materials and/or Resources to be used: Projector, handouts, props (clothing items, clothing hangers, boxes with labels) and the chalkboard.

The Lesson Plan

Introduce the Lesson:

The teacher will start the class by asking questions to students about the word “display” and using the K-W-L-H chart to encourage the students to work with previous knowledge and open their minds to new ideas.

Teach the Lesson:

The students will listen carefully while the teacher demonstrates with actions important verbs used in common commands to set up a display.



Practice the Lesson:

After the presentation, the teacher will ask the students to demonstrate some of the verbs used in those commands with actions. For example: fold the shirt, hang the jeans, stack the boxes, etc.

Assess the Lesson (What kind of feedback will students receive?)

The teacher will observe how the students demonstrate the actions if they will be able to follow the instructions. Also, the teacher will encourage to ask questions or say a comment about the activity.

Application (Context)

For homework, the students will go to the store: supermarket, mall, department stores, etc. and they will observe the displays in the store. They will write three sentences about their observations.

Summarize:

The teacher will ask the students to say something they have learned in the class related to the word of the day “display”.

Workforce Literacy Institute II: ESL for Work

Assignment

Planning the lesson

1. Which components and activities did you select?

I selected the Industry-related ESL for Sales and Service. The activities which I applied in my classes were based on inquiring the students and their participations by answering questions, reading, repeating words and writing sentences.

2. What adaptations did you make to meet the needs of the students in your class? If you have a multi-level class, what modifications did you make to challenge the more proficient students and support those who are struggling?

The students that I have in both classes are in beginning level, their second language is developing, they know how to use basic grammar in sentences and they are learning vocabulary. That is the reason why I tried to speak to them very slowly and to help to increase their vocabulary by using props that I asked the students to bring and index cards so the students have the images of the words they were learning. Also I tried to correlate the lesson to the curriculum for this level of the ESL program.

3. What types of interaction did you use to maximize language practice and to build student engagement?

As the students needed I worked with the students one to one to make the directions easier to understand. And I used body language to help them to understand the vocabulary.

- 4. How did you organize the class during the various activities (whole class; small group, pair interaction)? Why did you choose that type of organization?**

At the beginning of the lesson I worked with my students as a whole class, and then I asked to work in pairs and in other activities to work individually. I liked to organize my classes in different ways because it helps me to be more creative and give the information so the students can understand and get the students involve in the activities and socialize with others to practice the language.

After implementing the Lesson

- 1. Did the class go as you imagined? If not, what happened and what adjustments did you make?**

The classes that I teach are big, I have 30 students in each class, the problem that I had to face was the space, when they had to do the activity using the props they were so crowded. In this situation I asked the students to use other spaces available to follow the instruction, and some other students used the teacher's desk.

- 2. If you were to teach the class again, what changes would you make and why?**

I would try to work in small groups and ask the students in each group to bring in the materials they would need as a group and when they have to use the props asked to take turns to follow the directions and to help each other.



3. What advice would you give to other teachers who are planning a similar lesson?

As a teacher, I would recommend to organize the students in groups to bring the props they will need for the class and to plan a visit to the stores to extend the lesson.

