

# Horizon Community College – EAL Lesson plan – Lesson 7

Subject/class	EAL Session 7: Classroom objects	Context	Session 7 for New to English students. Classroom objects
<b>Connect the Learning</b> An activity to help students understand how this lesson relates to previous learning.	<ul style="list-style-type: none"> <li>Students are given incorrect spellings and correct spellings of different school subjects. They have to make two piles, from all the words.</li> <li>Differentiated – some of the card piles can be made more demanding e.g capital letters missing.</li> </ul>		
<b>Big Picture</b> Explain how this lesson fits into the particular topic/overview this particular lesson	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> <li>Understand key classroom vocabulary</li> <li>Recognise classroom objects from listening or reading</li> <li>Describe classroom objects using different senses.</li> </ul>		
<b>Starter</b>	<ul style="list-style-type: none"> <li>Students are given a spider diagram with different classroom objects written on. They are asked to draw a picture of any words that they recognise.</li> </ul>		
<b>New information</b> Present new information to students in a variety of stimulating and engaging ways to reflect different learning styles	<ul style="list-style-type: none"> <li>Students are given a pack of coloured cards with the words on for different items in the classroom. Working in pairs, they go around the class and label the items. This activity is differentiated as the weaker students can look and read what other students have done.</li> </ul>		
<b>Main activities (including mid-point reviews)</b> The section of the lesson where a variety of student activities take place and where learning reviews happen	<ul style="list-style-type: none"> <li>Each student then goes back to their spider diagram and fills in any blanks.</li> <li>Students are then asked to ‘pack their school bag with different objects. The teacher then asks students to ‘get key objects out of their bag.’ This can be differentiated so students get just one object. Or a list could be provided on the board and students must get all items correct.</li> </ul>		
<b>Demonstrate</b> A vital part of the learning cycle where students demonstrate in some way what they have learned.	<ul style="list-style-type: none"> <li>Students complete the vocabulary activity by rearranging the anagrams to work out the pieces of vocabulary for classroom objects.</li> <li>Extension – students could describe the items using colours or any other adjectives they have learnt.</li> </ul>		
<b>Review</b>	<ul style="list-style-type: none"> <li>Students take it in turns to come to the front and blindfolded, they must identify the object just by touch.</li> <li>This activity could also be done in pairs depending on the size of the group.</li> </ul>		

References: *Accelerated Learning in the Classroom* – Alistair Smith, Network Education Press  
*EAL Language Builder* by PMP Publications