

Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

# **LAL Literacy Lesson Plan Frame and Exemplars**

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# LAL Literacy Lesson Plan Frame and Exemplars

## LAL Lesson Plan Frame

Grade and Subject: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

Stage: \_\_\_\_\_

<b>Big Idea: Content-Area Goals</b>	<b>Subject-Area Vocabulary</b>	<b>English Language Expectations</b>	<b>Strategies</b>			<b>Assessment</b>
			<i>In Class</i>	<i>Manitoba Global Competencies</i>	<i>Using Technology</i>	
1.						
2.						
3.						

## LAL Lesson Plan Frame—Example 1

**Grade and Subject:** LAL Literacy Phase 1

**Lesson Topic:** Name and experience the words and actions of basic classroom norms.

**Stage:** LAL Phase 1A

<b>Big Idea: Content-Area Goals</b>	<b>Subject-Area Vocabulary</b>	<b>English Language Expectations</b>	<b>Strategies</b>			<b>Assessment</b>
			<i>In Class</i>	<i>Manitoba Global Competencies</i>	<i>Using Technology</i>	
1. Develop and use basic classroom vocabulary.	Students will learn and practise using the following common terms used by teachers: listen, look, point, speak, raise hand, question, recite, repeat, ready.	Students will be able to use the English alphabet to decode words. Practise pronunciation.	List words for students. Explain and demonstrate these words. Have students match these words to images.	Learning to Learn/Self-Awareness	Using Google Search and Google Translate, key in words and find their meaning online. Pronounce the words.	Triangulate your assessment based on your observation of in-class activities, the student's oral and written response to in-class activities, and what they produce.
2. Practise classroom norms, responding using appropriate school words and actions.		From previous lessons, students will have begun developing a basic vocabulary of mono- and bi-syllabic words, both orally and in writing, and the capacity to expand that vocabulary.	<ul style="list-style-type: none"> <li>Hand out notecards for students to use to make their own flashcards using the images.</li> <li>Demonstrate how to make a flashcard by making them together.</li> <li>In pairs and threes, have students role-play the teacher-student relationship.</li> </ul>			
3.						

## LAL Lesson Exemplar 1

**Grade and Subject:** LAL Literacy Phase 1

**Lesson Topic:** Name and experience the words and actions of basic classroom norms.

**Stage:** LAL Phase 1A

**Global Competency:** Learning to Learn/Self-Awareness and Self-Direction

**Infused topics:** Safe and Caring Schools; Strength-Based Practices; Self-Awareness; Technology and Social Media

<b>Big Idea: Content-Area Goals</b>	<b>Subject-Area Vocabulary</b>	<b>English Language Expectations</b>	<b>Strategies</b>			<b>Assessment</b>
			<i>In Class</i>	<i>Manitoba Global Competencies</i>	<i>Using Technology</i>	
<p>Develop and use basic classroom vocabulary.</p> <p>Practise classroom norms, responding using appropriate school words and actions.</p>	<p>Students will learn and practise using the following common terms used by teachers: listen, look, point, speak, raise hand, question, recite, repeat, ready, write, copy.</p>	<p>Students will already be able to use the English alphabet to decode words.</p> <p>From previous lessons, students will have begun developing a basic vocabulary of mono- and bi-syllabic words, both orally and in writing, and the capacity to expand that vocabulary.</p>	<p>List words for students, and then explain and demonstrate them.</p> <p>Hand out a sheet with images of items.</p> <p>Hand out notecards for students to use to make their own flashcards using the images.</p> <p>Demonstrate how to make flashcards by making them together with the students.</p> <p>In pairs and threes, have students role-play the teacher-student relationship.</p>	<p>Have students take their flashcards home and role-play the teacher-student relationship with a parent/guardian/sibling.</p>	<p>Have students take their flashcards home and role-play the teacher-student relationship with a parent/guardian/sibling.</p>	

## LAL Lesson Exemplar 2

**Grade and Subject:** LAL Literacy Phase 1

**Lesson Topic:** Name, define, and gather essential school supplies to prepare to complete a map-based scavenger hunt.

**Stage:** LAL Phase 1A

**Global Competency:** Learning to Learn/Self-Awareness and Self-Direction

**Infused topics:** Safe and Caring Schools; Strength-Based Practices; Self-Awareness; Technology and Social Media

<b>Big Idea: Content-Area Goals</b>	<b>Subject-Area Vocabulary</b>	<b>English Language Expectations</b>	<b>Strategies</b>			<b>Assessment</b>
			<i>In Class</i>	<i>Manitoba Global Competencies</i>	<i>Using Technology</i>	
<p>Develop and use basic vocabulary, describing and being able to recognize and name essential school supplies.</p> <p>Gather the items on the list and use them to role-play being a student.</p>	<p>Common teaching terms from previous lessons will be used to teach the lesson (e.g., listen, look, show, point, speak, read, write, copy).</p> <p>These terms have been taught already and the teacher will continue to review and practise them with the students.</p>	<p>Students will learn the following nouns by associating them with their real-life items: pen, pencil, eraser, paper, book, binder, backpack, locker, computer, desk, chair, computer.</p> <p>From previous lessons, students will have begun developing a basic vocabulary of mono- and bi-syllabic words, both orally and in writing, and the capacity to expand that vocabulary.</p>	<p>List words for students.</p> <p>Show real-life examples and pictures of each item, along with English words (use document camera, whiteboard, or a projected slide-deck).</p> <p>Speak the words aloud together with the students.</p> <p>Hand out a sheet with images of items.</p> <p>Hand out notecards for students to use to make their own flashcards using the images.</p> <p>In pairs, have students use their flashcards to practise.</p> <p>List English words on whiteboard or projector screen.</p> <p>Play a classroom scavenger card game to gather cards with words to match the items on the list.</p> <p>In pairs, practise pronouncing words.</p> <p>Create flashcards: write words and pictures on notecards.</p>	<p>Use a search engine and online translator to find the words online and practise keying in and speaking them.</p> <p>Share and practise saying the name for the images with parent/guardian/sibling.</p>	<p>Use flashcards to practise.</p> <p>Together with a parent/guardian/sibling, practise using the flashcards to identify and say the words.</p>	