

English as a New Language (ENL) Teacher Lesson Plan

by Mid-State RBERN



Class:

Date:

Topic:

ENL Student Proficiency(ies):

Content Objective(s):	Language Objective(s):
<u>Higher-Order Questions:</u> 1.	Key Vocabulary: 1.
Student Materials: 1.	Teacher Materials: 1.

Teaching Activities

Activity:	Activity:
<input type="checkbox"/> Building Background -	<input type="checkbox"/> Building Background -
<input type="checkbox"/> Links to Experience/Previous Learning -	<input type="checkbox"/> Links to Experience/Previous Learning -
<input type="checkbox"/> Modality Focus - TBD ▾ Modality Demands -	<input type="checkbox"/> Modality Focus - TBD ▾ Modality Demands -
Teaching Activity Scaffolds (Select from the list provided)	
<div>TBD ▾</div> <div>(Select) Instructional Scaffolding ▾</div> <div>(Select) Assignment Scaffolds ▾</div> <div>(Select) Assessment/Grading Scaffolds ▾</div>	<div>TBD ▾</div> <div>(Select) Instructional Scaffolding ▾</div> <div>(Select) Assignment Scaffolds ▾</div> <div>(Select) Assessment/Grading Scaffolds ▾</div>

Student Activities Checklist

Scaffolding: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided <input type="checkbox"/> Independent	Grouping: <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> Homogenous <input type="checkbox"/> Heterogenous <input type="checkbox"/> Partners <input type="checkbox"/> Independent	Processes: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Metalinguistic	Review/Assessment: <input type="checkbox"/> Individual <input type="checkbox"/> Group <hr/> <input type="checkbox"/> Written <input type="checkbox"/> Oral
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Scaffold Options		
Instructional Scaffolds	Assignment Scaffolds	Assessment & Grading Scaffolds
<input type="checkbox"/> Explicitly teach language objectives. <input type="checkbox"/> Simplify language used in instruction <input type="checkbox"/> Provide additional instruction including reviews, drills and time for reteaching <input type="checkbox"/> Small group instruction <input type="checkbox"/> Peer Tutoring/Teaching <input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Visual aids to enhance key concepts <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Alternate seating for proximity to peer helper or teacher <input type="checkbox"/> Access to picture file of key vocabulary <input type="checkbox"/> Assist student to underline key words or important facts in text <input type="checkbox"/> Incorporate Group Work and Cooperative Learning <input type="checkbox"/> Provide prompts, photocopies of notes or outlines, and/or highlighted texts and materials <input type="checkbox"/> Utilize resources in the student's first language <input type="checkbox"/> Break down new concepts into smaller components and/or chunks <input type="checkbox"/> Provide frequent checks for comprehension <input type="checkbox"/> Provide student explanation of expectations through rubrics <input type="checkbox"/> Provide simplified / additional instructions <input type="checkbox"/> Other: (specify)	<input type="checkbox"/> Allow editing and revision before grading <input type="checkbox"/> Provide a daily or weekly syllabus of class and homework assignments <input type="checkbox"/> Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments <input type="checkbox"/> Extend time for assignment completion as necessary <input type="checkbox"/> Allow student an opportunity to express key concepts in their own words <input type="checkbox"/> Utilize alternate reading assignments and/or materials at the student's reading level. When possible, use material specifically designed for ENL students. <input type="checkbox"/> Utilize resources in the student's first language <input type="checkbox"/> Substitute a hands on activity or use of different media in projects for a written activity <input type="checkbox"/> Utilize assignment notebooks <input type="checkbox"/> Simplify language or shorten assignments <input type="checkbox"/> Other: (specify)	<input type="checkbox"/> Provide a word bank <input type="checkbox"/> Allow the student to take assessments individually with a teacher or paraprofessional in a separate location <input type="checkbox"/> Allow for the test to be read aloud <input type="checkbox"/> Allow for small group administration of assessments <input type="checkbox"/> Use informal observations of performance and classroom participation as a percentage of the overall evaluation with a rubric <input type="checkbox"/> Incorporate group work into the assessment process <input type="checkbox"/> Simplify the language and format of the assessment to match the language level performance of the student <input type="checkbox"/> Provide opportunities for the student to take tests over time in sections/chunks <input type="checkbox"/> Allow for extended time to complete the assessment <input type="checkbox"/> Provide opportunity for student to provide oral responses that are recorded by teacher or paraprofessional <input type="checkbox"/> Accept correct answers to a test or assignment in any written form such as lists, phrases, or using inventive spelling <input type="checkbox"/> Allow editing and revision before grading <input type="checkbox"/> Design projects and assessment for student that require reduced sentence or paragraph composition <input type="checkbox"/> Use rubrics as a tool in place of formal tests <input type="checkbox"/> Other: (specify)