

Digital ESL Lesson Plans (10 units)

This is a collection of lesson plan overviews to help you train [Digital ESL](#), even if you're new to teaching!

NOTES FOR ALL UNITS

Stage	Directions	Resources
Pre-class prep (ALL Units)	<ul style="list-style-type: none"> <input type="checkbox"/> Print folding name cards (as-needed) <input type="checkbox"/> Review all slides for the Unit <input type="checkbox"/> Print worksheets for the Unit <p><i>Note: Print enough for each student, teachers, plus 2 extra sets</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Print 1 set of visual aids for the Unit 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching material: https://bit.ly/digital-esl-slides <input type="checkbox"/> Printer and printer paper <input type="checkbox"/> Remind students to bring a pencil, notebook, and their smartphones to each class
Activity (ALL Units)	<p><i>Note: Review each action word as a class, one verb at a time. Use exaggerated gestures, speak slowly and clearly, look closely at each student to see if they understand (informal assessment), smile/nod!</i></p> <p><i>On the whiteboard, write out the sentence in full. Then, speak each letter one-by-one slowly, encouraging the students to repeat each letter after you say it. In the example below, word/letters in parentheses represent students repeating what the teacher has spoken.</i></p> <p><i>P (P) - L (L) - E (E) - A (A) - S (S) - E (E) - Please (Please)</i> <i>L (L) - O (O) - O (O) - K (K) - look (look)</i> <i>H (H) - E (E) - R (R) - E (E) - here (here)</i></p> <p><i>Please look here. (Please look here).</i> <i>Please look here. (Please look here).</i></p> <p><u>Class Dynamic - more tips!</u></p> <ol style="list-style-type: none"> 1. Use exaggerated body movements and gestures to describe actions. 2. Speak slowly and clearly. Spell vocabulary words together as a class. 3. If using a whiteboard, write legibly and large enough for all students to read. 4. Be patient and allow students ample one-on-one opportunities to demonstrate their understanding of digital skills through their actions. 5. Encourage students to help one another, even if they are not using English. 6. Model the behavior of experimentation. 7. Above all else, be positive and encouraging. Remember, we are on this journey together! 	<ul style="list-style-type: none"> <input type="checkbox"/> Printed visual aids for the Unit <input type="checkbox"/> Your body and facial expressions <p><i>Note:</i> Gestures - Using exaggerated gestures and facial expressions helps learners commit meanings to memory and can also break the ice with your students. Encourage them to gesture while repeating words along with you. Look "silly" together for the sake of learning!</p> <p>Speak clearly & repeat often - Speaking slowly and repeating yourself is critical. Not all students are at the same level, so it is important to give everyone a chance to learn and practice listening through repetition.</p> <p>Support their paths to speaking - Studies show that people's listening skills (input) will always be stronger than their speech (output). Let students demonstrate they understand even if they are not ready to speak. Allow students to write their answers and work in groups, and refer to their notes when speaking.</p> <p>Using additional languages in class - Allow students to build community, and confidence by explaining concepts from class in their shared language. Monitor that the person providing tips has demonstrated they understand the content. Remind students NOT to rely too much on additional languages & remind them that the purpose of the class is to use and practice English in a safe space together.</p>
Cool-down (ALL Units)	<ul style="list-style-type: none"> <input type="checkbox"/> Thank the students for being active participants <input type="checkbox"/> Show the Class Schedule, announce the date / time of the next class, bring their smartphones! 	<ul style="list-style-type: none"> <input type="checkbox"/> Class Schedule worksheet

UNIT 1

Topic: Introduction

[Link to Unit 1](#)

Objectives:

- Provide students an overview of the course objectives
- Assess students' level of proficiency in English (informal assessment)
- Assess students' use of apps and their smartphones (informal assessment)

Student Learning Objectives:

- Students will identify letters on a smartphone keyboard and uses for popular apps

Stage	Directions	Resources
Pre-class prep	<ul style="list-style-type: none"> <input type="checkbox"/> If desired, edit "Teacher's Name" and circled letters in Unit 1 before printing the worksheets <input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units)" <input type="checkbox"/> Remind students to bring smartphones to class <input type="checkbox"/> Remind the community member about presenting <p><i>*The trusted community member should communicate how course objectives connect to the students' personal lives and aspirations.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print folding name cards for students to write in their names <input type="checkbox"/> See "Pre-class prep (ALL units)" <input type="checkbox"/> Effective communication tool to contact the students and a trusted community member (email, text, flyer, etc.)
In-class prep 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute name cards & worksheets <input type="checkbox"/> As students arrive, look up, say "hi" and smile 😊 	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed folding name cards <input type="checkbox"/> Printed worksheets for Unit 1
Warm-up 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce yourself to the class <input type="checkbox"/> Show how to fold and write your name on the card <input type="checkbox"/> Show Unit 1 worksheet packet, confirm they got it <input type="checkbox"/> Introduce the community member* <input type="checkbox"/> Review as a class: Class Schedule; input dates 	<ul style="list-style-type: none"> <input type="checkbox"/> Trusted community member <input type="checkbox"/> 1 folding name card <input type="checkbox"/> 1 marker (for writing your name) <input type="checkbox"/> 1 set of Unit 1 worksheets
Act. #1 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class: Learn Classroom Directions <input type="checkbox"/> Refer to notes in "Activity (ALL units)" 	<ul style="list-style-type: none"> <input type="checkbox"/> Printed Unit 1 visual aids <input type="checkbox"/> See "Activity (ALL units)"
Act. #2 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class: Identify Keyboard Letters <input type="checkbox"/> Show your smartphone keyboard next to the worksheet to connect concepts to one another <input type="checkbox"/> Ask students to write their name in the blank and circle the letters in their name on the worksheet <p><i>Note: Assess the students' comfortability locating the letters on the printed out keyboard to informally assess digital skills in English.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Your smartphone <input type="checkbox"/> Students' smartphones <p><i>Note: While reviewing this portion, observe what language the student has for their keyboard settings. If it is not English (US), work with the trusted community member to ask the student if the English (US) keyboard can be added.</i></p>
Act. #3 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class: Identify Apps <input type="checkbox"/> Show a visual aid; ask students what it's used for <input type="checkbox"/> Write students' answers on the whiteboard <p><i>Note: Assess the students' comfortability answering the question to informally assess speaking skills and digital familiarity in English.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Visual aids
Cool-down 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate, Individual work: Word Search <p><i>Note: Assess the students' comfortability locating words to informally assess reading skills in English. Walk around the class to answer q's.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> See "Cool-down (ALL units)" <p><i>Note: If any keyboard settings were updated, make sure to show students how to revert them.</i></p>

Student Learning Objectives:

- Students will recognize pronouns (me / him / her / them) and what they represent
- Students will be familiar with common smartphone actions, their names, and what they do
- Students will identify smartphone icons related to connectivity and battery levels
- Students will connect to password-protected WiFi through their own actions

Stage	Directions	Resources
Pre-class prep	<ul style="list-style-type: none"> <input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units) <input type="checkbox"/> Remind students to bring smartphones to class 	<ul style="list-style-type: none"> <input type="checkbox"/> See "Pre-class prep (ALL units)"
In-class prep 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheets <input type="checkbox"/> As students arrive, look up, say "hi" and smile 😊 	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheets for Unit 2 <input type="checkbox"/> WiFi, Wifi name & password
Warm-up 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce yourself & show your folding name card <input type="checkbox"/> Review as a class: Practice Classroom Directions <p><i>Note: Gesture the verbs - point at your eyes / ears / mouth when speaking the word. Gesturing the pronouns - use palm-forward, open gestures for him / her / them.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> In the shaded box, demonstrate "circling" by identifying a "difference" between the 2 images. <input type="checkbox"/> Question-chain: Practice Speaking 	<ul style="list-style-type: none"> <input type="checkbox"/> Remind students to show their folding name card <input type="checkbox"/> Show Unit 2 worksheet packet, confirm they got it <p><i>Note: Start the chain by speaking the 3 sentences out loud with your answers. Direct the "How about you" to the closest student, encouraging them to respond and ask the person next to them until all students have completed the task.</i></p>
Act. #1 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> Individual work: Circle the Differences <p><i>Note: Pull out the previous example of this activity, if needed. Explain that you would like everyone to complete this. Walk around the class, confirming that students have identified the differences</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Printed Unit 2 visual aids <input type="checkbox"/> See "Activity (ALL units)"
Act. #2 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class: Identify Smartphone Icons <p><i>Note: For each word, ask the students if they know what it is for. For "Battery," they might say "power" or "charging" - if so, be encouraging. If they offer a non-related word, tilt your head and say, "what else?" and look around until you get an answer. For "cell service speed" ask the opposite like "is 5G slow?" or simplify it and see if they explain that speed is fast or slow. Be flexible and patient.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Your smartphone <input type="checkbox"/> Students' smartphones <input type="checkbox"/> Use gestures like "running arms" for fast, and "plugging into the wall" for power / charge / battery
Act. #3 25 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class: Practice Smartphone Actions <p><i>Note: With a smartphone in one hand, use your full hand/arm/body to demonstrate actions and encourage class to mimic you.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review as a class: How to Connect to WiFi <p><i>Note: Using both gestures and the actions, guide students until they successfully connect to password-protected Wifi</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard: write the Wifi name & password clearly <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Visual aids
Cool-down 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> As a class: Combine 1 gesture & 1 action as an informal evaluation. Shake your head "yes" "no" and shrug to elicit responses from the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> See "Cool-down (ALL units)"

Student Learning Objectives:

- Students will ask and answer "where" questions using gestures and words
- Students will identify smartphone parts and what each one is used for
- Students will find lowercase and UPPERCASE letters, symbols, and numbers on the keyboard

Stage	Directions	Resources
Pre-class prep	<ul style="list-style-type: none"> <input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units) <input type="checkbox"/> Remind students to bring smartphones to class 	<ul style="list-style-type: none"> <input type="checkbox"/> See "Pre-class prep (ALL units)
In-class prep 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheets <input type="checkbox"/> As students arrive, look up, say "hi", good morning/afternoon or welcome and smile 😊 	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheets for Unit 3
Warm-up 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce yourself & show your folding name card <input type="checkbox"/> Review as a class: Practice Classroom Directions <p><i>Note: Use the room and objects in the room as examples. Place your smartphone somewhere in the room. Pretend it's lost and say, "Where is my phone?" looking around. Using exaggerated gestures, demonstrate that "it's right here" or "it's over there" or "I'm not sure."</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Remind students to show their folding name card <input type="checkbox"/> Show Unit 3 worksheet packet, confirm they got it <input type="checkbox"/> Your smartphone
Act. #1 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class: Practice Classroom Directions <p><i>Note: For each sentence example, write it out and have the students spell each word together and repeat it together as a class.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Printed Unit 3 visual aids <input type="checkbox"/> See "Activity (ALL units)"
Act. #2 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class, then individually: Smartphone Parts <p><i>Note: Use the visual aids to review the smartphone parts. Instruct the students to write the name of the part on the line. Go over #1 as an example (the speaker). For each part, spell it out and say it clearly, allowing students time to write notes and repeat after you</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Your smartphone <input type="checkbox"/> Students' smartphones <input type="checkbox"/> Whiteboard <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Visual aids
Act. #3 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class, then individually: Identify Sides <p><i>Note: Make sure to reverse your demonstration of sides if you are FACING the class. Your right is their left. Review as a class, requesting them to tap or touch the side of the phone that you are mentioning. For more advanced classes, add in "front (screen)" and "back" of the smartphone. After reviewing as a class, walk around 1 by 1 and choose one side (top / bottom / left / right) for the student to demonstrate.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use gestures to describe actions <p><i>Another option: Demonstrate "top / bottom / left / right" with your outstretched arms, saying each word along with the corresponding gesture.</i></p> <ul style="list-style-type: none"> • Then ONLY SAY the word, students to use their arms • Switch it and ONLY GESTURE, prompting the class to speak
Cool-down 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class, then individually: Smartphone Keyboard <p><i>Note: Using the words "bottom / top / left / right," demonstrate where to find the buttons to change to lowercase, UPPERCASE, numbers, and symbols. If the phone is not an iPhone, this may require some trial and error. Stay relaxed and optimistic. Ask for help from other students that may be able to help.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> See "Cool-down (ALL units)"

UNIT 4

Topic: Smartphone Actions

[Link to Unit 4](#)

Objectives:

- Assess students' use/recognition of previously-taught smartphone actions (informal assessment)

Student Learning Objectives:

- Students will take photos and send photos using their smartphones
- Students will describe settings for battery, brightness, volume, and font size

Stage	Directions	Resources
Pre-class prep	<ul style="list-style-type: none"> <input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units)" 	<ul style="list-style-type: none"> <input type="checkbox"/> See "Pre-class prep (ALL units)" <input type="checkbox"/> Bring your smartphone wall charger to class for demo
In-class prep 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheets <input type="checkbox"/> As students arrive, look up, say "hi" and smile 😊 	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheets for Unit 4
Warm-up 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce yourself & show your folding name card <input type="checkbox"/> Review as a class: Practice Smartphone Actions <p><i>Note: Using your smartphone, choose one of the smartphone actions to gesture in an exaggerated way. "Tap on" = quick bouncy action with your fingers touching the smartphone. For "long press," use a slow movement and firm press for 2-3 seconds. Have the students guess the name of your gesture. Add "swipe left / right"</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm students' folding name cards are visible <input type="checkbox"/> Show Unit 4 worksheet packet, confirm they got it <input type="checkbox"/> Your smartphone & gestures!
Act. #1 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class, then individually: Practice Classroom Directions <p><i>Note: Using your smartphone and wall charger, gesture the "plug in / unplug" actions one by one, pretending to plug it into a wall. For "find / search for," you can use your facial expressions while looking for something on your smartphone. After reviewing as a class, walk around 1 by 1 and have students demonstrate one verb from either Smartphone Actions or Classroom Directions.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Printed Unit 4 visual aids <input type="checkbox"/> See "Activity (ALL units)" <input type="checkbox"/> Phone & charger
Act. #2 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class, then group work: Practice Smartphone Actions (take/send a photo) <p><i>Note: To introduce the exercise, use your phone to demonstrate taking a photo. Use the shrugging gesture and say "How do I" & add the "take a photo" gesture" while saying the action</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the first step together (write in the verb, draw the app icon), then divide class into groups of 2-3 people to complete the 2-page exercise 	<ul style="list-style-type: none"> <input type="checkbox"/> Your smartphone <input type="checkbox"/> Students' smartphones <p><i>Note: Introduce new concepts on the worksheets. Do not write on the students' papers. Each student should be encouraged to learn through their personal actions, experience, and active note-taking.</i></p>
Act. #3 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class: Descriptive Words <p><i>Note: Spell out and demonstrate each word, one by one. Example - for "volume," use your voice to say each word in the matching volume. For "font size," gesture size using the space between your hands (height-wise)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Visual aids
Cool-down 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> (no additional planned content) <input type="checkbox"/> Congratulate students for completing 4 classes! 	<ul style="list-style-type: none"> <input type="checkbox"/> See "Cool-down (ALL units)"

Student Learning Objectives:

- Students will use comparison words to describe size, loudness, brightness
- Students will ask for and offer help to others on topics related to general smartphone settings

Stage	Directions	Resources
Pre-class prep	<input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units)"	<input type="checkbox"/> See "Pre-class prep (ALL units)" <input type="checkbox"/> Unit 4's visual aids
In-class prep 5 min	<input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheets <input type="checkbox"/> As students arrive, look up, say "hi" and smile 😊	<input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheets for Unit 5
Warm-up 15 min	<input type="checkbox"/> Introduce yourself & show your folding name card <input type="checkbox"/> As a class: practice speaking by Asking for help and helping others (Practice Speaking) <i>Note: Start the chain by speaking "Hi! How are you..." out loud, directed at a student that is near you. Encourage them to respond by reading "I'm good. And you?" and continue the dialogue until the last sentence. The student will then restart the dialogue with the person next to them until all students have completed the dialogue.</i>	<input type="checkbox"/> Confirm students' folding name cards are visible <input type="checkbox"/> Show Unit 5 worksheet packet, confirm they got it <input type="checkbox"/> Use the opportunity to practice word stress for clarity: "I can help" versus "I can't help."
Act. #1 15 min	<input type="checkbox"/> Review Descriptive Words and their meanings <i>Note: Reviewing Unit 4's descriptive words will prime the students for Unit 5's lesson about comparison words. Make sure the students are familiar with the baseline content (unit 4) before moving on</i> <input type="checkbox"/> Using the Visual Aids , show Descriptive vs. Comparative words (large vs. larger, dim vs dimmer), asking students to explain the difference	<input type="checkbox"/> Printed Unit 4 + 5 visual aids <input type="checkbox"/> See "Activity (ALL units)"
Act. #2 20 min	<input type="checkbox"/> Review as a class, then in groups of 2-3: Asking for help and helping others (questions using comparison words) <i>Note: Choose a student to be your partner. Have them read the example in the box while you help them with the task. Once students are ready, have them break into groups of 2-3 per group, going through each sentence and guiding the other person with settings. Each student should have an opportunity to demonstrate to the other how to update settings based on the help needed (in the practice). Smile and walk around to each group to see if they need encouragement or direction. <u>Guide them</u> on the smartphone actions, ensuring they are the only ones using their phone to learn through experimentation. Be patient and understanding.</i>	<input type="checkbox"/> Your smartphone <input type="checkbox"/> Students' smartphones <input type="checkbox"/> Whiteboard <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Visual aids
Cool-down 5 min	<input type="checkbox"/> After the group work is complete, transition back into a whole-class setting. Role-play with students asking them to help you with your settings <i>Note: Non-verbal - ask them to gesture or show you on your phone. Verbal - ask them to use smartphone action words.</i>	<input type="checkbox"/> See "Cool-down (ALL units)" <i>Note: This cool-down activity works best if you have the same type of phone as the ones the students use. If not, prepare your phone by already having the settings screen up for them to manipulate.</i>

Student Learning Objectives:

- Students will identify smartphone apps' names and descriptions in English
- Students will describe how often they do something using Always, Sometimes, and Never

Stage	Directions	Resources
Pre-class prep	<input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units)	<input type="checkbox"/> See "Pre-class prep (ALL units)
In-class prep 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheets <input type="checkbox"/> As students arrive, look up, say "hi" and smile 😊 	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheets for Unit 6
Warm-up 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class, then break into groups of 2-3: Matching Game <p><i>Note: Demonstrate how to match the first example 1) to watch videos with b) YouTube. Write a "b" next to 1 and/or draw a line. Give students 5 minutes to work together. Walk around to review/help.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm students' folding name cards are visible <input type="checkbox"/> Show Unit 6 worksheet packet, confirm they got it
Act. #1 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Continue with the Matching Game <p><i>Note: Ask the students if they know the name of the apps. Ask for them to spell it out loud. Write / type it out for everyone to see. After naming all the apps, write the sentence "I use ___ to ___" and call on one person from each group to answer the matching game questions.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Printed Unit 6 visual aids <input type="checkbox"/> See "Activity (ALL units)" <p><i>Note: There are two types of recognition included in this exercise. Word recognition and app logo recognition (knowing the name of the app)</i></p>
Act. #2 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class, individual work, class summary: Apps I use <p><i>Note: This is a hands-on task where the students draw the icons for apps they use, referencing their phones. Walk them through the YouTube example (already provided) and ask them to fill in the rest. Walk around and see what apps people use, then draw them on the whiteboard and write out the name of the app and what it is used for as a class.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Your smartphone <input type="checkbox"/> Students' smartphones <p><i>Note: Many beginner students may have their phone settings in a language other than English. This activity will allow you to learn more about what the students care about and provide the App name and what the app is used for in English.</i></p>
Act. #3 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Question-chain: Apps I use (Practice Speaking) <p><i>Note: Ask a student to start the chain by speaking the first line of the dialogue. Fill in the blanks and reply to the student, redirecting the question to them. Let the student finish the dialogue with their answers. Finally, encourage the student to restart the dialogue with the person next to them until all students have completed the task. Assist students that need support completing the sentence, asking for clarification if what they said was unclear.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Visual aids
Cool-down 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> After completing the question-chain, finish with the Adverbs of Frequency <p><i>Note: This is a preview of the following unit's exercise. The idea to relate the "Apps I use" to comparing people's use of certain apps. Focus the class on using Always, Sometimes, Never. Choose an app that the students talked about using. Call on students and ask if they use the app, eliciting the sentence "I ___ use (name of app)."</i></p>	<input type="checkbox"/> See "Cool-down (ALL units)"

Student Learning Objectives:

- Students will talk about activities they do, how often, and which days of the week
- Students will write dates using the MM/DD/YYYY format and recognize related vocabulary

Stage	Directions	Resources
Pre-class prep	<input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units)"	<input type="checkbox"/> See "Pre-class prep (ALL units)"
In-class prep 5 min	<input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheets <input type="checkbox"/> As students arrive, look up, say "hi", good morning/afternoon or welcome and smile 😊	<input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheets for Unit 7
Warm-up 10 min	<i>Note: Before getting into the worksheets, draw a grid that has 3 weeks worth of days (3 rows, 7 columns). Write out each day of the week above the grid, Monday to Sunday. Write today's number date in the middle row (this week) and ask the class what day "today" is. Fill in the dates (yesterday, tomorrow, and the rest) together.</i>	<input type="checkbox"/> Whiteboard <input type="checkbox"/> Confirm students' folding name cards are visible <input type="checkbox"/> Show Unit 7 worksheet packet, confirm they got it
Act. #1 15 min	<input type="checkbox"/> As a class, review Schedules and Activities <i>Note: Review what "AM" and "PM" are by talking about activities. Gesture stretching and getting out of bed to explain morning/AM. Review what "the week" vs. "the weekend" is, then move onto the Practice Speaking portion. Ask the students each question, one at a time. After each question, ask which days the person did the activity. Ask students if they walk, watch YouTube or skateboard and how often. See if they have other activities they do regularly.</i>	<input type="checkbox"/> Printed Unit 7 visual aids <input type="checkbox"/> See "Activity (ALL units)" <input type="checkbox"/> There is a visual aid for "Skateboard" that can be used in addition to acting it out
Act. #2 10 min	<input type="checkbox"/> Review Adverbs of Frequency <i>Note: Expanding the discussion from the Schedules and Activities, layer on the wording reviewed in the previous unit. Refer to activities the students spoke about doing and ask them to say if they do it "always, sometimes, or never." Once the concept is clear, talk about "usually, rarely" as being in between the others.</i>	<input type="checkbox"/> Printed Unit 7 visual aids <input type="checkbox"/> Whiteboard <i>Note: Use the whiteboard to help the students determine how often they do activities by marking the days of the week they usually do it.</i>
Act. #3 15 min	<input type="checkbox"/> As a class, then in groups: Review the Calendar Dates - Months <i>Note: Referring back to the weeks you illustrated on the whiteboard, add the month name and the month number. Then write "Today's date:" and the date in the MM/DD/YYYY format. If you are comfortable, show the class your driver's license and write down your birthday in the MM/DD/YYYY format and ask them to do the same on the top of the page. Fill out the "This month" and "Last month" and the dates from the first week for both. Divide the class into groups of 2-3, have them fill out the rest of the calendar. Walk around and review.</i>	<input type="checkbox"/> Whiteboard <input type="checkbox"/> Your Driver's License <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Visual aids
Cool-down 5 min	<input type="checkbox"/> As a class, read through the Calendar Dates - Days <i>Note: Start the circle by saying "one" and have the class reach off from 1 to 31. Students speak, class repeats, until done.</i>	<input type="checkbox"/> See "Cool-down (ALL units)" <i>Note: Take note of which words are hard to pronounce and AT THE END of the count to 31, review the hard ones together as a class.</i>

UNIT 8

Topic: Using QR Codes and Forms

[Link to Unit 8](#)

Objectives:

- Familiarize students with common questions and question formats (checkbox, Y/N questions)

Student Learning Objectives:

- Students will recognize QR codes and access links through scanning QR codes
- Students will be familiar with key words and definitions related to personal information

Stage	Directions	Resources
Pre-class prep	<ul style="list-style-type: none"> <input type="checkbox"/> Copy the Digital ESL Practice Form (see appendix for directions) & create a QR code to the form <input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units)" 	<ul style="list-style-type: none"> <input type="checkbox"/> See appendix for directions on how to copy the practice form <input type="checkbox"/> See "Pre-class prep (ALL units)" <input type="checkbox"/> Bring your ID or an example ID
In-class prep 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheets <input type="checkbox"/> As students arrive, look up, say "hi", good morning/afternoon or welcome and smile 😊 	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheets for Unit 8
Warm-up 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> As a class, review Using the camera to go online - What is the shape of a QR code? <p><i>Note: The word "circle" was taught in an earlier unit. Give students time to recall the information. Also, note the 2-part question. 1st part: label the shapes. 2nd part: answer what shape a QR code is. Ask students to name other objects that are circular or square.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm students' folding name cards are visible <input type="checkbox"/> Show Unit 8 worksheet packet, confirm they got it
Act. #1 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> As a class, then individually: Using the camera to go online - How do I use a QR code? <p><i>Note: Display the QR code to the online form for students to scan using their own smartphones. Remind the students they will not need to complete information in the form. This practice is only for them to write the answers on how to scan a QR code.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Printed Unit 8 visual aids <input type="checkbox"/> See "Activity (ALL units)" <p><i>Note: Remind students they can look at their Unit 7 notes to obtain the written version of 1st and 3rd on the Calendar Dates - Days worksheet</i></p>
Act. #2 35 min	<ul style="list-style-type: none"> <input type="checkbox"/> Practice filling out a form - One page at a time, review the information as a class, then break into groups of 3-4 people <p><i>Note: If you are comfortable, use your personal ID to explain first and last name. Review the format of a postal address starting with the State, then City (two concepts that are likely familiar). Then get specific with the Street Address including apartment or unit #. End with the zip code. Review email address and phone number formats. Teach the word "at" and "dot" used in email addresses. Unit 7 reviewed inputting Date of Birth. Explain Household Size and Household Income, referring to the definitions provided in the worksheet. Explain Hispanic Ethnicity, Race and Ethnicity, and the wording located in the "I understand" question.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Your ID card or an example ID <input type="checkbox"/> Unit 7 worksheets for month/day <p><i>Note: After activity #1, the smartphone is no longer needed. The focus for the remainder of the lesson is to understand the content of the form related to personal information</i></p> <p><i>It might be necessary to directly translate some terms into the students' native languages to help with the complex demographic questions of race and ethnicity and also explain what the info is usually used for.</i></p>
Cool-down 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> Thank the students for their patience while reviewing a practical, but tedious/long unit. <input type="checkbox"/> Remind students to bring their completed Unit 8 worksheets to the next class. 	<ul style="list-style-type: none"> <input type="checkbox"/> See "Cool-down (ALL units)"

Objectives:

- Familiarize students with scanning QR codes & filling out online forms through hands-on practice

Student Learning Objectives:

- Students will recognize and fix email address to ensure proper format when writing/typing it
- Students will be familiar with common online form actions, their names, and what they do
- Students will fill out and submit practice survey using an online form accessed via QR code

Stage	Directions	Resources
Pre-class prep	<input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units)	<input type="checkbox"/> See " Pre-class prep (ALL units) "
In-class prep 5 min	<input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheets <input type="checkbox"/> As students arrive, look up, say "hi" and smile 😊	<input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheets for Unit 9
Warm-up 15 min	<input type="checkbox"/> As a class, then individually, then as a class: Circle the mistakes <i>Note: Write the correct version of the email address on the whiteboard. Together, go over the first question and ask the class to point out the difference between it and the correct version. Walk around to encourage students to compare and circle the difference (errors). Regroup as a class to review the proper email address format (no spaces, needs an "@" sign, often ends in .com)</i>	<input type="checkbox"/> Confirm students' folding name cards are visible <input type="checkbox"/> Show Unit 9 worksheet packet, confirm they got it
Act. #1 10 min	<input type="checkbox"/> Review as a class: Practice Directions <i>Note: The actions reflected in the Practice Directions page are meant to be learned through experience. This activity is meant to be a "pre-teaching" moment to familiarize students with the concepts they will do in the next exercise. As with previous lessons, write out the phrase, spell it and speak it together, one by one.</i>	<input type="checkbox"/> Printed Unit 9 visual aids <input type="checkbox"/> See " Activity (ALL units) "
Act. #2 25 min	<input type="checkbox"/> Review as a class, then individually: Practice using Online Forms <i>Note: Display the QR code for students to scan using their own smartphones. Validate they are able to access it and troubleshoot if needed. Stay patient and positive if issues arise. Inform the students to use their Unit 8 worksheets to complete the information requested on the form. Use vocabulary such as "swipe up/down, tap on, select, type, triangle" to guide students through the steps. Walk around the class after explaining each step to help clarify questions or doubts about what to do. <u>Do not touch their phones.</u> It is important that each student is empowered to complete the forms on their own, even if it takes longer and requires multiple attempts. Stay patient and encourage learners to continue and that they can do it!</i>	<input type="checkbox"/> QR code to the online form <input type="checkbox"/> Your smartphone <input type="checkbox"/> Students' smartphones <input type="checkbox"/> Students' Unit 8 worksheets <i>Note: Each student should be encouraged to learn through their personal actions, experience, and active note-taking.</i>
Cool-down 5 min	<input type="checkbox"/> (no additional planned content) <input type="checkbox"/> Congratulate students for completing the online forms - this is a huge achievement!	<input type="checkbox"/> See " Cool-down (ALL units) "

Objectives:

- Based on prior unit's online responses, review areas where clarification/more practice is needed
- Provide students an overview of the course objectives *accomplished*
- Review pending questions from the students
- Honor students with a personalized, printed out **Certificate of Completion**

Stage	Directions	Resources
Pre-class prep	<ul style="list-style-type: none"> <input type="checkbox"/> Refer to notes in "Pre-class prep (ALL units) <input type="checkbox"/> Review answers submitted in the online form <input type="checkbox"/> Review class roster. Copy & create personalized Certificates of Completion for each student 	<ul style="list-style-type: none"> <input type="checkbox"/> See "Pre-class prep (ALL units)
In-class prep 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> On whiteboard, write your name & course name <input type="checkbox"/> Distribute worksheet <input type="checkbox"/> As students arrive, look up, say "hi", good morning/afternoon or welcome and smile 😊 	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard or projector screen <input type="checkbox"/> Printed worksheet for Unit 10
Warm- up 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> As a class, review smartphone actions (unit 2), descriptive words related to smartphone settings (unit 4), and how to scan a QR code (unit 8) <p><i>Note: Keep it casual. The mood of the final class is to celebrate completing the 10-week course, not to try to reteach everything in the course. Pick a few actions and words for the students to gesture, demonstrate on their phones, or speak out loud (your pick). Remind students they can always refer to their worksheets.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm students' folding name cards are visible <input type="checkbox"/> Show Unit 10 worksheet, confirm they got it
Act. #1 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Review as a class, then check individually <p><i>Note: Based on answers submitted in the online form, pick one error (two at maximum) that is worth clarifying. For example, if multiple people write their apartment unit before the street number or write too many digits in their phone number. Practice writing your information in that format. Ask all students to rewrite their information, following the format. Correct, if needed. Smile and thumbs up if they got it right!</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Notes you took related to the online form completion and examples of common errors <input type="checkbox"/> See "Activity (ALL units)"
Act. #2 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> As a class, then in small groups: Ask each group to come up with one question they have about using their smartphone. Provide the frame, "Can you help me..." (taught in Unit 5) and see if other groups in the class can help. 	<ul style="list-style-type: none"> <input type="checkbox"/> Your smartphone <input type="checkbox"/> Students' smartphones <input type="checkbox"/> Whiteboard <input type="checkbox"/> Use gestures to describe actions <input type="checkbox"/> Visual aids
Graduation 25 min	<ul style="list-style-type: none"> <input type="checkbox"/> Leave <i>at least</i> 15 minutes at the end of the class to read out names of those receiving Certificates of Completion. <p><i>Note: Hand the certificates out personally, one-by-one to each student. At the end, take a group photo with each one holding their certificate (only if they are comfortable with it).</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Signed Certificates of Completion <input type="checkbox"/> Camera / phone with a camera to take a group photo with the class