

## **ESL Personal Tutoring Lesson Plan: Unit 2 At School** **Lesson C – Where is my pencil?, Lesson D- Reading**

Lesson for \_\_\_\_\_ Date: \_\_\_\_\_

### **Tutor/Learner Share Time: English Outside of Class (20mins.)**

“How did it go with English this week?”

“Did anything interesting happen in your life this week?”

### **Review of last lesson**

Review any content from previous lessons as you deem necessary.

Place classroom items (actual or pictures) on the table, e.g. eraser, notebook, paper, pen, etc. Ask: *I need a stapler. Where is the stapler?* Get student to give it to you. Do this for all the items. If student is capable they can have a go at asking.

### **Objective #1:** Introduce the prepositions of locations “in” and “on”

**Materials:** Ventures Basic Student’s book p.22, Ventures Basic workbook p.22, a small cardboard box.

**Hook:** Write down the words “in” and “on”. Say: *Today we will learn about “in” and “on”.* Pick up a classroom item such as an eraser and ask: *What is this? (an eraser).* Teach student the word “box”. Put eraser in the box and tell student: *The eraser is “in” the box.* Put lid on box or turn it on its side and put the eraser on top of the box. Tell student: *The eraser is “on” the box.* Go through this routine as many times as necessary. Finally place eraser in or on the box and ask: *In or on?*

### **Activities:**

Estimated Time Needed: 20 mins.

- Look at exercise 1 on p 22 of Ventures student book. Point to either picture and ask: *Where is the pencil?* Elicit: *in the desk* or *on the desk.* Repeat as many times as you like.
- Look at exercise 2 on p. 22 of Ventures student book together. Read aloud the example conversation using different voices for speaker A and B. When you read speakers B’s line, show student the two answer choices and ask: *In or on?* Elicit: *In.*
- Read aloud instructions for exercise 2A. Point to where *In* has been circled and written for number 1. Allow student to complete the exercise then go through their answers together.

### **Assessment of learning**

Work through exercises 1 and 2 on page 22 of Ventures basic workbook.



**Objective #2:** Practice asking about and giving the location of things.

**Materials:** Ventures Basic Student's book p.23, Ventures Basic workbook p.23

**Hook:** Place various classroom items on or in things around you, e.g. on the table, in your bag, etc. Ask student where these items are and elicit the correct phrases.

**Activities:**

Estimated Time Needed: 20 mins.

- Work through exercise B on p. 23 of Ventures student book. Read the instructions aloud and model the first answer. Point to number 1 and read aloud: *My book*. Point to the pictures and ask: *Where is her book?* Elicit: *in the desk*. Point to the line that has been drawn as an example. Student can then complete the task. Go through their answers together.
- Get up and practice talking and acting out each question for the second part of exercise B. For number 1 actually place a book on the desk. Point to and model the example dialog, pretending to be the woman in the picture when reading speaker A's part. Read each line of dialog and ask student to repeat after you. Point to the words "my eraser" and say: *where is my eraser?* Gesture to student to reply, and then say: *Thanks*. Go through each question this way.

**Assessment of learning**

Work through exercise 3 on p. 23 of Ventures basic workbook.

**Objective #3:** Introduce and read a note about school supplies

**Materials:** Ventures Basic Student's book p.24, Ventures Basic workbook p.24.

**Hook:** Look at picture in exercise 1 on p. 24 of Ventures Basic student's book. Ask: *Who is this? What is her name?* Student should recognize Sue from the picture on p. 18 (if not remind them). Ask: *What do you see?* Write down any vocabulary your student says. Point to the note on the refrigerator. Write the word *note* down and say: *Sue is reading a note*. Get student to repeat.

**Activities:**

Estimated Time Needed: 20 mins.

- Work through exercise 2 on p. 24 of Ventures student's book. First read aloud the note following each word with your finger. Read again, asking your student to point to each word. Read it again and ask student to repeat after each sentence. Gauge if you think your student can read it by themselves or read it together.
- Read aloud instructions for exercise 3 and model the task. Point to the first picture. Then point to the sentences and ask: *Which sentence?* Elicit: *The notebook is on the computer*. Point to the line drawn between the first picture and the correct sentence. Allow student to complete the exercise on their own before going through the answers together.

**Assessment of learning**

Work through exercises 1-2 on p. 24 of student's workbook.



**Objective #4:** Introduce the days of the week and practice using new topic-related words.

**Materials:** Ventures Basic Student's book p. 25, Ventures Basic workbook p.25.

**Hook:** Look at the picture dictionary in exercise 4 on p.25 of Ventures student's book. Point to the words: *Days of the week*. Read aloud and get student to repeat. Using today's day as an example say: *Today is (Monday). Monday*. Ask student to repeat. Say: *Monday is a day of the week*. (You can use your cell or iphone to show your student the day and date.)

**Activities:**

Estimated Time Needed: 20 mins.

- Do activity 4A on p.25 of Ventures student's book. Say each day of the week and have your student repeat after you. Do this exercise as many times as necessary, focusing on pronunciation.
- Use exercise 4B to practice talking with your student. Ask student: *What day is it?* while pointing to one of the days in the picture dictionary. Student is to answer. Do this for all of the days.
- On a sheet of paper, write down the first letter of each day of the week on 7 separate lines. For each day write a line for each of the letters that spell that particular day of the week, e.g. M \_ \_ \_ \_ . Let your student fill in the blanks.
- Ask your student: *What day is it today? What day(s) do we meet?*

**Assessment of learning**

Work through exercises 3-5 on p.25 of Ventures Basic workbook.

**Wrap up, homework and extension ideas (15 mins)**

Student can finish off any exercises from workbook that were not completed in tutor session.

