



Basic Daily Lesson Plans with Materials (true beginner / pre- literate level)

True Beginner - Pre-literate

- letters (uppercase / lowercase),
- tracing letters (optional)
- spell names,
- numbers
- birthdays
- Giving Personal information (birth dates and addresses)

Letters CAPITAL + lowercase

Rationale (from ELLII)

Introduce learners to the basics they'll need to be able to communicate and function in English.

Student Objectives:

By the end of the lesson (aprox 2 hours), students will be able to demonstrate their learning by:

- Correctly recognizing and pronouncing capital (uppercase) letters of the alphabet
- Correctly recognizing and pronouncing lowercase letters of the alphabet

Materials:

- Printouts of [Capital letters Flashcards](#) and [Lowercase letters Flashcards](#)
- Copies for each student of the handouts provided
 - o [Alphabet CAPITAL letters Small Flashcards Set \(8 per page\).pdf](#)
 - o [Alphabet Lowercase letters Small Flashcards Set \(8 per page\).pdf](#)
 - o [Letter Cards Game](#)
- Board and markers

Letters of the Alphabet - Uppercase – Lowercase		
Time	Part of the Lesson	Procedure
25 min	Capital Letters	Teaching tip: It may help your students' learning process to introduce a limited number of letters and sounds at once. I DO (7 min aprox.) - Introduce capital letters using the Capital letters Flashcards and read out the name of letter for your students at least three times. WE DO (8 min. aprox.) - Read out the name of each letter one by one, in order, while showing the flashcard corresponding to each letter. Ask <u>students</u> to <u>repeat</u> the names of the letters while paying attention to pronunciation. - Give feedback on pronunciation (whole class) before

		moving on to the next step. - Use the flashcards and pick one up at random and show it to your students. Wait for students to say the name of the letter before moving on to the next one. YOU DO (10 min. aprox.) Make enough copies of Page 1 Small Flashcards Set (8 per page).pdf for each student in class. - Pair work - Model the activity for class. Choose a student in class to model the activity. Sit next to the student and hold up the sheet with letters. Point at the letters (in order) and encourage the student to say the letter you are pointing to. Once you go through your sheet, the student holds up theirs and now they point to the letters in order and it is your turn to say the letters. - Students take turns saying the name of the letters and practice for about 2 minutes each. - Monitor the activity and give feedback on pronunciation after the time is up.
25 min.	Lower case letters	Repeat the I DO - WE DO - YOU DO steps above with Alphabet Lowercase letters Small Flashcards Set (8 per page).pdf
10 min.	Break	

Optional (if time allows)

~ 10 / 12 min	Game: Who has the letters?	Letter Cards Game (see below) Get the cards in Capital Letters Flashcards.pdf and hand them out randomly. - Give students more than one card. - You can model the game by holding up a card and saying, "I have the letter A. Who has the letter B?" The student with the letter B will say, "I have the letter B. Who has the letter C?" You can play the game in order (for alphabetizing practice) or in random order (for letter recognition and letter name practice). - To make the game last longer, have students switch cards after they get a chance to speak.
~ 10 min.	Game: Alphabet Bingo	- Make copies of bingo cards. - Call out letters as students mark the letters being called out. Once they have 4 in a row (diagonally; horizontally; vertically), they can call Bingo! and the next round starts. - Note: This game can also be played in small groups.

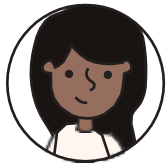
Assessment

15 min	Assessment Saying Letter Names - Speaking Assessment	Have students point to random uppercase and lowercase letters from the Alphabet CAPITAL letters Small Flashcards Set (8 per page).pdf and Alphabet Lowercase letters Small Flashcards Set (16 per page).pdf Can they say them by name using the correct pronunciation? Use the Saying Letter Names - Speaking Assessment chart to record student scores.
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Letter Cards Game

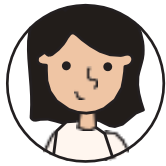
I have the letter _____. Who has the letter _____?

Example:



I have the letter B.

Who has the letter G?



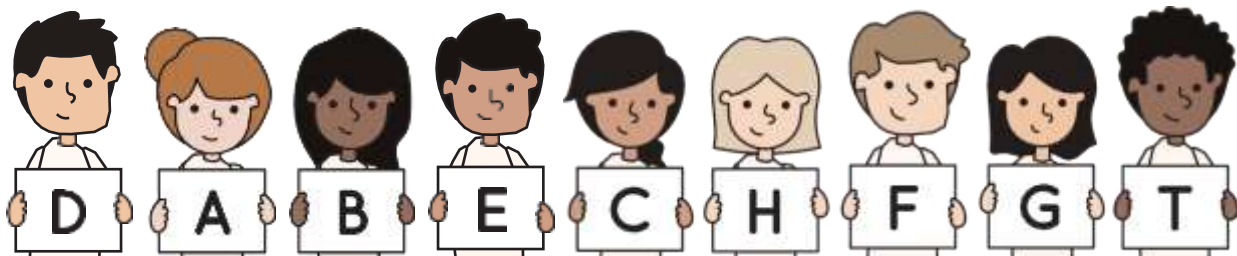
I have the letter G.

Who has the letter T?



I have the letter T.

Who has the letter E?



Alphabet Bingo

Big Letter Cards/Bingo Balls

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T

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U	V	W	X
Y	Z		

Little Letter Cards/Bingo Balls

a	b	c	d
e	f	g	h
i	j	k	l

m	n	o	p
q	r	s	t

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u	v	w	x
y	z		

Bingo Cards



Alphabet Bingo

Little Letters

i	d	w	o
q	f	e	c
x	l	y	j
k	v	h	z
(C) 2009 WWW.BOGGLESWORLDES.COM			



Alphabet Bingo

Little Letters

g

c

s

k

n

z

f

v

h

l

a

b

p

r

i

x



Alphabet Bingo

Little Letters

u

n

y

e

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o

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k

a

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h

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Alphabet Bingo

Little Letters

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Alphabet Bingo

Little Letters

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Alphabet Bingo

Big Letters

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Alphabet Bingo

Big Letters

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Alphabet Bingo

Big Letters

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Alphabet Bingo

Big Letters

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Alphabet Bingo

Big Letters

Y

E

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F

P

G

X

S



Saying Letter Names - Speaking Assessment

Saying Letter Names

Yes
3 (very well)

Yes
2 (with help)

Not Yet
1

The student can...

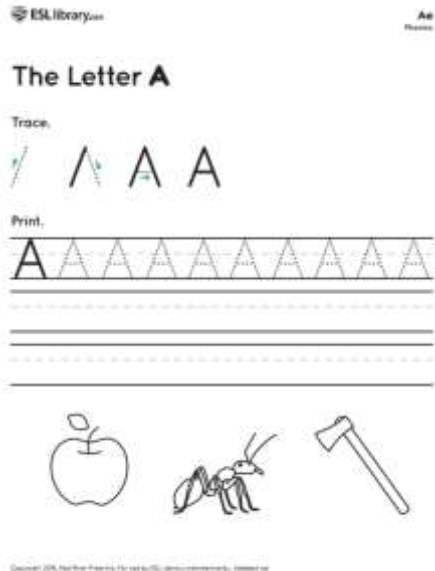
[illegible]

Uppercase / Lowercase Letters TRACING (Optional)

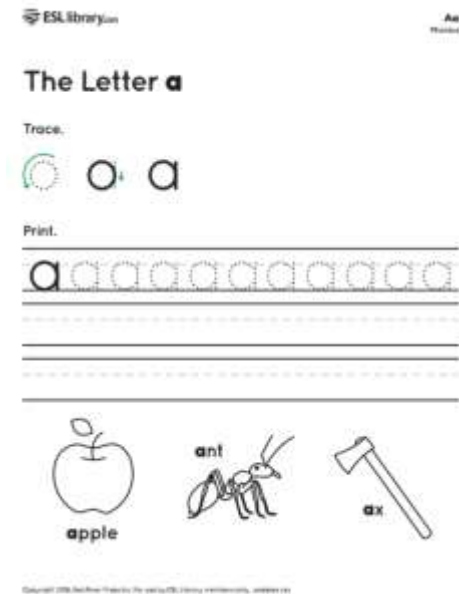
NOTE:

If students are not familiar with the US English alphabet, it may be beneficial to gradually assign these exercises so they can learn how to trace the letters.

[118_Capital-Letters_US TRACING.pdf](#)



[118 Lowercase-Letters US TRACING.pdf](#)



Spelling Names

Student Objectives:

By the end of the lesson (aprox 2 hours), students will be able to demonstrate their learning by:

- to saying and spelling their names and their classmates' names.
- This lesson also reviews the letters of the alphabet and some basic vocabulary (nouns).

Materials:

- [Let's review \(alphabet\)](#)
- Board – markers

	Spelling Names	
Time	Part of the Lesson	Procedure
15 min.	Names and Greetings	I DO - WE DO In Dialogue 1, have students listen the dialogue (as you pretend to be two different students.) Then, have students repeat the dialogue out loud after you read each interaction. Dialogue 1 Student A: Hello. Student B: Hi. Student A: What's your name? Student B: My name is Nenita. Student A: Hi, Nenita. I'm Joey. Student B: It's nice to meet you, Joey. YOU DO - Next, ask students to get in pairs and read it out loud again. Next, ask students to switch roles (A and B) and read it out loud again. In Dialogue 2, have them read the dialogue out loud in pairs with their own information, and then get them to switch roles. Dialogue 2 Practice the dialogue again with your own information. Student A: Hello. Student B: Hi. Student A: What's your name? Student B: My name is _____. Student A: Hi, _____. I'm _____. Student B: It's nice to meet you, _____.
15 ~ 20 min.	Letters of the alphabet review	I DO Give each student a copy of the Let's Review handout below. the letters of the alphabet by having students repeat after you. (If your students need to learn when to use lowercase and uppercase letters, check out the previous lesson Uppercase and lowercase letters) WE DO Next, get students to practice writing the uppercase and

		lowercase letters on the back of the page or in their notebooks (or paper sheet). Dictation: Ask students to write the letters after you say them out loud. Say: "A" "A is for apple" Note: You may want to demonstrate how people usually print a and g, so that they understand the difference between the typed font (a and g) and handwritten letters (a and g).
15 min.	Spelling names	I DO - In Dialogue 3, have students listen to the dialogues before they read the dialogues out loud in pairs. Then have them switch roles (A and B) and read them out loud again. Dialogue 3 Practice the dialogue with your partner. Student A: Hello. Student B: Hi. Student A: What's your name? Student B: My name is Nenita. Student A: Hi, Nenita. I'm Joey. Student B: Nice to meet you, Joey. How do you spell your name? Student A: J - o - e - y Student B: Is that J as in juice? Student A: That's right.
10 min.	Break	
20 min.	Spelling names	YOU DO - In Dialogue 4 and 5, have students read the dialogue out loud in pairs with different information, then with their own information, and then get them to switch roles. Dialogue 4 Practice the dialogue with your partner. Student A: Hi there. Student B: Hello. I'm Ella. Student A: Hi, Ella. I'm Juan. Student B: Juan? How do you spell that? Student A: J-u-a-n. Student B: Is that J as in juice? Student A: That's right. Dialogue 5 Practice the dialogue again with your own information.

		Student A: Hi there. Student B: Hello. I'm ____. Student A: Hi, _____. I'm _____. Student B: _____? How do you spell that? Student A: - - - - . Student B: Is that __ as in _____? Student A: That's right.
20 min.	Assessment	Students interview at least 5 classmates and get the correct spelling of their names in their notebooks (or a piece of paper). Teacher collects papers and can provide feedback. - Typical mistakes to correct: vowels (a vs. e vs. i) - consonants (g vs. j) (c vs. z) (b vs. v) (y vs. i)

Let's Review!

Letters of the Alphabet

 Aa (a) A is for apple.	 B b B is for ball.	 C c C is for cat.	 D d D is for dog.	 E e E is for egg.
 F f F is for fish.	 G g (g) G is for guitar.	 H h H is for house.	 I i I is for ice cream.	 J j J is for juice.
 K k K is for kite.	 L l L is for leaf.	 M m M is for moon.	 N n N is for night.	 O o O is for orange.
 P p P is for pan.	 Q q Q is for quiz.	 R r R is for rose.	 S s S is for sun.	 T t T is for table.
 U u U is for umbrella.	 V v V is for violin.	 W w W is for wind.	 X x X is for xylophone.	 Y y Y is for yarn.
 Z z Z is for zebra.				

Numbers (1-20) [Numbers 1-100 Flashcards.pdf](#) (It might be worth printing and laminating a full set of numbers flashcards for multiple uses.)

Student Objectives:

By the end of the lesson (aprox 60 min), students will be able to demonstrate their learning by:

- recognizing and saying the numerical forms 0 - 10
- recognize and trace / write the numbers based on visual / auditory prompts

Materials:

- [Numbers 1-10 Listen and Repeat](#)
- [Worksheet Numbers 1-10 Read and Write](#)
- [Numbers 1-100 Flashcards.pdf](#)

Time	Part of the Lesson	Procedure
40 ~ 45 min.	Numbers - 0 - 10	I DO- Give students the Numbers 1-10 Listen and Repeat handout. Say the numbers out loud while students see and repeat the words. WE DO - Students and teacher complete the worksheet Numbers 1-10 Read and Write . Provide support on the board if needed (show how numbers are traced) Students can copy numbers displayed on the board. YOU DO - In their notebook or on a piece of paper, students write down the numbers the teacher dictates. For example One number at a time: 2, 4, 6, 7, 8 Two numbers at a time: 0- 1, 3 - 5, 9 - 10, 2 - 8, 6 - 7. Three numbers at a time: 3 - 5 - 7; 8 - 6 - 4; 10 - 9 - 0
15 ~ 20 min.	Assessment	Number Cards Game Print out Numbers cards Flashcards Numbers 1-100 Flashcards.pdf (0 to 10 only) and hand them out randomly. For smaller classes, you may need to give students more than one card. You can model the game by holding up a card and saying, "I have the number 0. Who has the number 1?" The student with the number 1 should say, "I have the number 1.

		Who has the number 2?" You can play the game in numerical order or in random order (to ensure number recognition). To make the game last longer, have students switch cards after they get a chance to speak. Later we will add higher numbers.
10 min.	Break	
~ 40 min	Numbers 11 -20	I DO- Give students the Numbers 1-10 Listen and Repeat handout. Say the numbers out loud while students see and repeat the words. WE DO - Students and teacher complete the worksheet Numbers 1-10 Read and Write . Provide support on the board if needed (show how numbers are traced) Students can copy numbers displayed on the board. YOU DO - on their notebook or a piece of paper, students write down the numbers the teacher dictates. For example: One number at a time: 12, 14, 16, 17, 18 Two numbers at a time: 11 - 20, 13 - 15, 19 - 14, 12 - 18, 16 - 14. Three numbers at a time: 13 - 15 - 17; 18 - 16 - 14; 11 - 19 -20
~ 15 min.	Assessment	Number Cards Game - Print out Numbers cards Flashcards Numbers 1-100 Flashcards.pdf (0 to 20 only) and hand them out randomly. For smaller classes, you may need to give students more than one card. You can model the game by holding up a card and saying, "I have the number 0. Who has the number 1?" - The student with the number 1 should say, "I have the number 1. Who has the number 2?" You can play the game in numerical order or in random order (to ensure number recognition). To make the game last longer, have students switch cards after they get a chance to speak.

Numbers 1-10 - Listen and Repeat

1. Listen to the number. Then say the number.

0 zero	1 one	2 two
3 three	4 four	5 five
6 six	7 seven	8 eight
9 nine	10 ten	

Numbers 1-10 Read and Write

Read the word. Then write the number.

zero

0

one

two

three

four

five

six

seven

eight

nine

ten

Number Cards Game

I have the number _____.
Who has the number _____?

Example:



I have the number 0.
Who has the number 1?



I have the number 1.
Who has the number 2?



I have the number 2.
Who has the number 3?



Personal Information: Birthdays

LESSON DESCRIPTION: By the end of this lesson, students will be able to tell someone their date of birth and wish someone a happy birthday. This lesson also introduces or reviews calendar dates (days and months).

Time	Part of the Lesson	Procedure
5 min.	Warm up	What do you see? (Write on the board everything students can see.) What is our lesson about? (Picture to print below) 
~15 min.	Introduction - Language in context	I DO - In Dialogue 1 - How old are you?, have students listen to the the dialogue. WE DO - Then have students repeat the dialogue with you to practice correct intonation and pronunciation. YOU DO TOGETHER - Next, ask students to switch roles (A and B) and read it out loud again. Make note of pronunciation mistakes and give feedback after students practice. YOU DO TOGETHER - In Dialogue 2, have them read the dialogue out loud in pairs with their own information, and then get them to switch roles. <i>Note: If this too challenging, you can move to the next section and come back to the dialogue after Ordinal numbers, months and years had been introduced - reviewed.</i>
~ 40 min.	Ordinal - Months - Years	I DO - Review or introduce calendar dates (numbers), months and years by having students repeat the words after you. WE DO - Read the following dates for your students. If you know your students' birthdays, you could use those instead to read out loud. You may want to reinforce the tricky spelling and pronunciation of <i>February</i>.

		1. January 1st, 1980 2. March 24th, 1994 3. May 9th, 2001 4. November 20th, 2005 5. December 8th, 1999 6. October 22nd, 1930 7. April 13th, 1997 8. July 31st, 2003 9. August 9th, 2011 10. September 5th, 2006 11. February 6th, 1945 12. June 19th, 1974 WE DO - (Clarifying the use of in and on) Read these sentences. Use on for a date and in for a month. The teacher waits for students to provide the answer, for example: Teacher: My birthday is _____ January 1st. Wait for students to give the correct preposition and only then, write the correct sentence on the board. ● My birthday is on January 1st (first). ● His birthday is on August 2nd (second). ● I was born on June 3rd, 1985. ● My birthday is in June. ● Her birthday is in December. ● It's my birthday today.
10 min.	Break	
30 min.	Dialogue practice	YOU DO TOGETHER - In Dialogues 3 and 4, have students listen to the dialogues before they read the dialogues out loud in pairs. Then have them switch roles (A and B) and read them out loud again. In Dialogue 5 - Have students read the dialogue out loud in pairs with their own information, and then get them to switch roles. Make sure that your students can say their birth dates easily. If you think your students can handle it, have them walk around the classroom and practice the dialogue with various partners. Alternatively, you can use the Assessment activity here.
20 min.	Assessment	Print and photocopy the Our Birthdays worksheet (below). Students will take turns telling their classmates their birthdays. Encourage students to raise their hands and ask for clarification on dates and the spelling of names.



Dialogue 1 - How old are you?

Practice the dialogue with your partner.

Student A: How old are you?

Student B: I am 18 years old.

Student A: So am I. When is your birthday?

Student B: My birthday is on September 5th. When is your birthday?

Student A: My birthday is on March 19th.

Dialogue 2 - How old are you? Blanks

Practice the dialogue again with your own information.

Student A: How old are you?

Student B: I am _____. How about you?

Student A: I am _____.

Student B: When is your birthday?

Student A: My birthday is on _____. When is your birthday?

Student B: My birthday is on _____.

Dates, Months, Years

Repeat these calendar dates, months, and years.

Numbers

1st	first	11th	eleventh	21st	twenty-first
2nd	second	12th	twelfth	22nd	twenty-second
3rd	third	13th	thirteenth	23rd	twenty-third
4th	fourth	14th	fourteenth	24th	twenty-fourth
5th	fifth	15th	fifteenth	25th	twenty-fifth
6th	sixth	16th	sixteenth	26th	twenty-sixth
7th	seventh	17th	seventeenth	27th	twenty-seventh
8th	eighth	18th	eighteenth	28th	twenty-eighth
9th	ninth	19th	nineteenth	29th	twenty-ninth
10th	tenth	20th	twentieth	30th	thirtieth
				31st	thirty-first

Listening and Writing

Listen to some dates. Write them down.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Dates, Months, Years - Conversation Practice

Dialogue 3

Practice the dialogue with your partner.

Student A: How old are you?

Student B: I'm 74 years old.

Student A: Really? What year were you born?

Student B: I was born in 1942. How about you?

Student A: I was born in 1990.

Student B: When is your birthday?

Student A: My birthday is in April.

Dialogue 4

Practice the next dialogue.

Student A: Is it your birthday today?

Student B: Yes.

Student A: Happy birthday!

Student B: Thank you.

Student A: How old are you now?

Student B: I am 20 years old.

Today's Questions & Answers

- | | | |
|----------------------------------|----------------------------|------------------------|
| • When is your birthday? | • What year were you born? | • How old are you now? |
| • My birthday is on January 2nd. | • I was born in 1996. | • I am 22 years old. |

Dialogue 5

Practice the dialogue again with your own information.

Student A: How old are you?

Student B: I am _____ .
(age)

Student A: When is your birthday?

Student B: My birthday is in _____ . When is your birthday?
(month)

Student A: My birthday is on _____ .
(date)

Student B: What year were you born?

Student A: I was born in _____ .
(year)

Our Birthdays - Worksheet



Classroom Management

Our Birthdays 🎂

Class: _____

[illegible]

Giving Personal Information (birth date and addresses)

By the end of the lesson (aprox 2 hours), students will be able to demonstrate their learning by:

- saying / writing down personal information including full name, birth date, phone number(s), and mailing and residential addresses.
- asking for and sharing this information with others.

Time	Part of the Lesson	Procedure
~15 min.	Warm up	<u>BIRTHDAY VS. birth date</u> I DO - Your <i>birthday</i> is the anniversary of your birth (e.g., May 20). Your <i>birth date</i> (or <i>date of birth</i>) is the day and year when you were born (e.g., May 20, 1983). WE DO - Practice pronouncing these two words with the whole class. YOU ALL DO - In pairs: Show the pictures of three famous people and their birth dates. Students practice saying the birth dates. If time allows, students find the <i>birth date</i> of one famous person. Share it with a classmate.
~20 min	Introduction - Questions to ask for personal information Mailing address vs. Residential address	I DO - WE DO - Say these common questions. Students practice saying them out loud. Write these on the board after students have the chance to repeat them after you. You can let students copy these down if they need to. Note: Choose the questions that are more relevant for students and their level. • <i>Can I get some information / info?</i> • <i>What's your first name?</i> • <i>What's your last name?</i> • <i>What's your cell (cell phone) number?</i> • <i>What's your birth date?</i> • <i>What is your mailing address? (Where you get mail.)</i> • <i>What is your residential address? (Where you live.)</i>
~15 min.	Practice the conversation	WE DO - <u>Complete the dialogue</u> with the whole class and take turns practicing with A and B (teacher is A and class is B -choral repetition) Then switch roles. Note: Choose the dialogues that are more relevant for students and their level.

10 min.	Break	
30 min.	Dialogue practice	YOU DO TOGETHER - <u>Complete the dialogue</u>, and practice with a partner. Students practice the same dialogue above using different information. Students can change partners if time allows.
20 min.	Assessment	Students answer the following questions with their personal information. Write complete sentences. Students don't share this information with other classmates, just with the teacher. 1. What's your last name? 2. What's your cell number? 3. What's your birth date? 4. What's your mailing address? 5. What's your residential address?

Birthday vs. birth date



Barack Obama (44th President of the US – born August 4, 1961)



Taylor Swift (singer – born December 13, 1989)



Tom Brady (former professional American football player – born August 3, 1977)



_____ (title - birth date)

Complete the dialogue, and practice with a partner.

A: Can I get some info?

B: Sure.

A: What's your first name?

B: It's _____.

A: What's your last name?

B: It's _____.

A: I need your _____.

1.

B: It's 334-889-0087.

A: Is that your home number or your _____ number?

2.

B: That's my cell.

A: Okay. What's your mailing _____ ?

3.

B: It's 24 Stellman Rd, Roslindale. My _____ is 02131

4.

A: Thanks. And do you have a residential address?

B: It is the same. (Or different address)

A: Thanks. And your _____ is July 9, 1994, right?

5.

B: That's correct. (Or different birth date)