

ESOL Summer Enrichment Lesson Plan Template
Course: Life Skills: Building Relationships I

- **Lesson Length:** 30-45
- **Include:** links to videos and virtual learning activities
- **Activities:** students must have an activity to complete for each lesson/create product for each lesson
- 8 lessons/Lesson Components:**
 - 30-45-min. lesson + 15 min.
 - Review/summarize
 - Utilize technology (chat, poll, etc.)
 - Create bank of resources for students to access during July
 - Include links to videos
 - Presentation of the content
 - Virtual field trips
 - WIDA Standards

<https://wida.wisc.edu/teach/standards/eld>

Grade	9-12
WIDA Standards	Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting. https://wida.wisc.edu/teach/standards/eld
Language Objective	TSW state or identify preferences for types of music, food, games or recreational activities from illustrated examples in a whole group. (Level I) TSW describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group (Level II)
Opening	Purpose: To allow students to get to know one another better and develop better oral and written communication. Task: Ask questions to examine background knowledge. Essential Question: What are some things that you like to do when you're not in school? Key Vocabulary: hobbies, entertainment, sports, interests, family
Student Work Period	Script: <i>Today we're going to do a fun activity that will help us get to know each other better. We may find out some unique bits of information about each other. Next, display the Building Relationships Bingo activity and provide students with an electronic copy. Read each sentence labeled A-Y on the Building Relationships Bingo activity and have students raise their hand virtually or comment in chat box if they agree with the statement. Tally the students that agree with each statement on the Building Relationships Bingo Spreadsheet. Highlight students that have similar interest. Have students write down the names of students that share common interest. Ask students to share something they learned about a student of their choice.</i>
Closing	Script: <i>We've learned a little more about each other today. Would anyone like to share what they learned about someone else? Have each student elaborate more about a preference indicated during the Building Relationships Bingo activity. Perhaps share something you found out today that you have in common with another student in the group.</i> <i>We've learned today through playing "Building Relationships Bingo" that we have some things in common and finding things in common can build good relationships and help you to make new friends.</i>
Materials:	<ol style="list-style-type: none"> 1. Building Relationships Bingo 2. Building Relationships Bingo Spreadsheet

ESOL Summer Enrichment Lesson Plan Template
Course: Life Skills: Building Relationships II

- **Lesson Length:** 30-45
 - **Include:** links to videos and virtual learning activities
 - **Activities:** students must have an activity to complete for each lesson/create product for each lesson
- 8 lessons/Lesson Components:**
- 30-45-min. lesson + 15 min. review/summarize
 - Utilize technology (chat, poll, etc.)
 - Create bank of resources for students to access during July
 - Include links to videos
 - Presentation of the content
 - Virtual field trips
 - WIDA Standards
<https://wida.wisc.edu/teach/standards/eld>

Grade:	9-12
WIDA Standards:	Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting. https://wida.wisc.edu/teach/standards/eld
Language Objective:	TSW state or identify preferences for types of music, food, games, recreational activities or values from illustrated examples in a whole group. (Level I) TSW describe preferences for clothing, TV programs, recreational activities, or values from illustrated examples in a small group (Level II)
Opening	Purpose: To allow students to learn more about the other members of the class. Task: Have student watch short video of The Little Mermaid Discussion about King Triton’s choice (i.e., to take Ariel’s place) and how this choice relates to his values (e.g., family, love, children). Script: “Every choice has a consequence. The choice you make determines if the consequence is positive or negative (e.g., if you drive faster than the speeding limit, a negative consequence may be that you receive a speeding ticket or fine”). Essential Question: How do our values affect our choices? Key Vocabulary: hobbies, entertainment, sports, interests, family
Student Work Period	Script: “Today we’re going to do an activity that will help us get to know each other better. We may find out some unique bits of information about each other”. Next, display the Who Am I Bingo activity and provide students with an electronic copy. Read each word or value labeled A-O on the Who Am I Bingo activity and have students select the five words or values that are most important to them. Once all selections have been made, ask each student to name his/her top five values. Tally the values selected by each student on the Who Am I Bingo Spreadsheet . Highlight students that have similar values. Have students write down the names of students that share common values. Ask students to share how they selected their top five values.
Closing	Ask for volunteers to share something they learned regarding a class member that they would like to know more about. Perhaps share something you found out today that you have in common with another student in the group.
Materials:	1. Who Am I Bingo 2. Who Am I Bingo Spreadsheet 3. Little Mermaid Video: https://youtu.be/UaElrH_eAxo