

TITLE: Utilizing a "Things to Do" List and a Calendar for Academic and Personal Purposes

ESTIMATED TIME: 2.15 minutes

LESSON OBJECTIVES:

- Students will be able to distinguish the days of the week and the months of the year in a calendar.
- Students will be able to write simple phrases to record important dates for academic and personal purposes, using a "Things to Do" list and calendars.
- Students will be able to use "be going to" to plan for future activities.

<p>Essential Vocabulary:</p>	<p>Materials Needed:</p>
<ul style="list-style-type: none"> <li>• calendar (days of the week, months of the year, and their abbreviations)</li> <li>• clean</li> <li>• pay</li> <li>• go</li> <li>• visit</li> <li>• watch</li> <li>• buy</li> <li>• exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the Week</li> <li>• Months of the Year illustrations</li> <li>• Simple Phrases illustration</li> <li>• Student Handbook &amp; Planning Guide (Santa Ana College &amp; Santiago Canyon College School of Continuing Education)-Calendars*</li> <li>• Handouts 1, 2A (pre-cut) and 2B**</li> <li>• Listening Assessment</li> <li>• Color cards for grouping (3 different color construction papers/pre-cut to 2x2, have enough cards for the number of students you have)</li> </ul> <p><i>*SAC SCE: You can pick up student handbooks at the printing center and the resource center at CEC. If you have questions, contact ESL chairs for more information. Remember to pick up the low-level handbooks- beginning 1 &amp; 2.</i></p> <p><i>SCC: You can access the handbook online at <a href="https://www.sccollege.edu/Departments/oec/Pages/Student-Handbook-and-Planner.aspx">Online Handbook</a> (https://www.sccollege.edu/Departments/oec/Pages/Student-Handbook-and-Planner.aspx)</i></p> <ul style="list-style-type: none"> <li>• <i>**For 12 students/ 6 groups, you'll need 2 copies of 2A (pre-cut) and 6 copies of 2B.</i></li> </ul>



WARM UP (15 minutes):

Review the calendar and simple phrases.

Welcome students to class and explain to them that they will be working on their calendars and schedules today. Project on the board the Days of the Week illustration and review the days of the week. Go over the pronunciation of the days and spend a little time on the days that may be especially difficult for your students (e.g., Thursday). Go over the abbreviations on the days of the week and see whether students know the short abbreviations commonly used in a calendar (e.g., M, T, W, TH, F, Sa, and Su).



### WARM UP (15 minutes):

Once students have shown understanding of the days of the week, go to the Months of the Year Illustration. Again, go over the pronunciation of the months and their respective abbreviations. Since the lesson is focusing on calendaring and scheduling, not too much time should be spent on this section. However, if your students are very confused, then a quick pause may be necessary before moving on. If you feel students are ready, then hand out the Student Handbooks (Low-Level) and open to calendars. Walk around and check to make sure everyone finds the January calendar. Starting with January, read the months of the year out loud. After students repeat the months of the year after you, do the same with the days of the week. Ask students to find today's date on the calendar.

Next, introduce simple phrases by projecting on the board the Simple Phrases Illustration. Point to each phrase and read it out loud. Explain what it means by using body language if relevant. Do the same for the rest of the phrases.



### INTRODUCTION (20 minutes):

Grammar lesson- "be going to"

Conversation practice- "be going to"

Write down "*be going to + base verb*" on the board and explain to students that they will be learning to plan a future activity by using "*be going to + base verb.*" Write down the following example sentences on the board for students to write in their notebooks.

#### Be going to + base verb

- 1) I am going to **clean** the house.
- 2) I am going to **pay** bills.
- 3) I am going to (**go** to) school.
- 4) I am going to **visit** a friend.
- 5) I am going to **watch** a movie.
- 6) I am going to **buy** food.
- 7) I am going to **exercise**.

Also, point out the /ou/ sound in "going" and /u/ sound in "to." Read each sentence out loud and have students repeat after you. Use the Simple Phrase Illustration to review the activities again if necessary. Point out the bold letters and explain to use the base verb after "be going to."

After the grammar lesson, students will practice using "be going to" in conversations. Pass out Handout# 1. Pair students. Name two students at a time to be paired, preferably ones sitting close by. First, model the activity by asking one volunteer student to come up to the front. You and the student read the example conversation out loud. Then, have students practice "be going to" in conversations using the example and Conversation 1 with their partners.



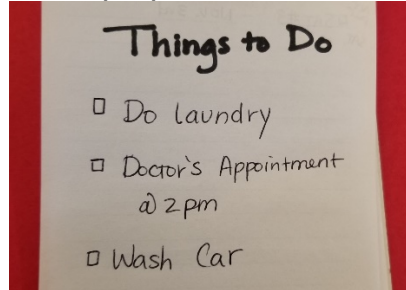
**INTRODUCTION (20 minutes):**

Before moving onto the next activity, review students’ understanding by asking questions in Conversation 1. You are going to be Student A and students will be Student B. Ask one question at a time and listen to the answer. At this level, it is important that you speak slowly and repeat a couple times as needed. Your students will appreciate your patience.



**PRESENTATION (20 minutes):**

Now you will demonstrate how to write a “Things to Do” list which will prepare students to fill out calendars for academic and personal purposes later.



Introduce how to write a “Things to Do” list. Show how you can easily turn any paper to a “Things to Do” list by writing ““Things to Do”” at the top of the paper. Demonstrate how to fill out the list using simple phrases. As you fill out the list, read each activity out loud. Ask students which day, before writing down each activity. Then fill out the activity under the corresponding day. You can use a document reader (e.g., ELMO) and show both the scenario and the list on the board, or you can simply write the scenario and draw the chart on the board. \*Note: Although “on” is not a focus here, be sure to stress the preposition everytime you say it so students can hear it multiple times. Students at this level tend to want to us “in”.

Scenario Example 1

- Pay bills on Sunday.
- Go to school on Thursday.
- Buy food on Tuesday.
- Clean the house on Saturday.

“Things to Do”

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Scenario Example 2

- Go to school on Monday.
- Visit a friend on Saturday.
- Watch a movie on Friday.



**PRESENTATION (20 minutes):**

Exercise on Wednesday.

**“Things to Do”**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



**GUIDED PRACTICE (20 minutes):**

**\*formative evaluation** - Handout # 2A & 2B: Students will be practicing how to write a “Things to Do” list with a partner.

After modeling how to write a “Things to Do” list on the board, pair students with similar abilities/levels. To pair students with similar levels, use color cards. Hand out color cards according to students’ levels (red-high, yellow-middle, blue-low). Explain to students they will pair up with a student with the same color card. If you have odd number of students, one group will have three members. Have students fill out Handout #2B (“Things to Do” list), using the items from Handout #2A. There are three different scenarios. You need to make enough copies and pre-cut them. Hand out one scenario (2A 1, 2, or 3) and one “Things to Do” list (2B) for each pair.



**COMMUNICATIVE PRACTICE (20 minutes):**

Handouts #2A & 2B

After completing the guided practice, put two pairs with different scenarios together (e.g., a pair with Scenario 1 with a pair with Scenario 2). Each pair will read their “Things to Do” list to the other pair and describe what they are going to do on each day, using “We’re going to” - Give a quick lesson on how to use “We are --- We’re.” Explain “I’m” is used for a singular oneself and “We’re” is used for plural subjects, including oneself and other(s).



**APPLICATION (20 minutes):**

Student Handbook & Planning Guide (Santa Ana College & Santiago Canyon College School of Continuing Education)



## APPLICATION (20 minutes):

*\*SAC SCE: You can pick up student handbooks at the printing center and the resource center at CEC. If you have questions, contact ESL chairs for more information. Remember to pick up the low level handbooks- beginning 1 & 2.*

*SCC: You can access the handbook online at [Online Handbook](https://www.scccollege.edu/Departments/oec/Pages/Student-Handbook-and-Planner.aspx) (<https://www.scccollege.edu/Departments/oec/Pages/Student-Handbook-and-Planner.aspx>)*

Through this application activity, students will fill out monthly calendars and plan out the semester. If using the handbook, important dates, such as instruction beginning and ending dates and school holidays, are already noted. If using a generic calendar, add these dates using the course overview and [Santa Ana College](http://www.sac.edu) / [Santiago Canyon College](http://www.sccollge.edu) websites. ([www.sac.edu](http://www.sac.edu)/[www.sccollge.edu](http://www.sccollge.edu))

First, explain to students that they will fill out their calendars for this semester. Have students add important dates for your class, including CASAS tests, EL Civics, assessments, presentations, any field trips, and/or project dates. Use the course overview if necessary. You can lead this part by telling students such dates for the remainder of the semester.

Next, have students add their classes for the current month (e.g., Monday: school 8-11, Tuesday: school 8-11, etc.) After that, have them add their personal responsibilities/obligations like interviews, appointments, birthdays, etc. for this month. When completed, put students in a group of three. (One way to group students is to keep a stack of name cards. Choose three cards at a time to be grouped). Have them read “Things to Do” on their planner for this month.



## EVALUATION (20 minutes):

In order to evaluate lesson objectives, hand out the Listening Assessment sheets. You will read the activities twice slowly, and students will fill out the calendar, using simple phrases in the word box. After each question, pause a moment to provide students ample time to write the answer.

After the evaluation, check the answers with the whole class. One way to do this is to read each activity loud out one more time and write down the answer in the calendar on the board. This provides instant feedback to students. Ask to see if anyone has any questions before the end of the class.

*\*One option is to have student volunteers go to the front of the class without any papers. You read the first item to the first student volunteer one more time while the class listens and observes. The student then completes the calendar with the information read, just one. After the student fills in the information, the class will agree whether it is correct or needs more attention. (Doing the evaluation in this way allows students have an opportunity to practice peer-editing and self-editing in a low-stakes environment.) Continue doing this evaluation with other student volunteers until all items dictated have been read and corrected.*



EXTENTION (Extra 20 minutes):

Students can practice scheduling events by scheduling a class party. The party can be for real or just for fun. Select a couple students to lead the scheduling. Make sure everyone can attend the party.

<b>CORE LESSON COMPONENTS:</b>
<b>BASIC COMMUNICATION:</b> <ul style="list-style-type: none"> <li>• Actively listen to others.</li> <li>• Give basic information.</li> <li>• Write simple words/phrases.</li> </ul>
<b>COLLEGE/WORKFORCE PREP:</b> <ul style="list-style-type: none"> <li>• Apply critical thinking, creative thinking and problem solving skills.</li> </ul>
<b>DIGITAL PREP:</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of basic terminology by following simple oral commands.</li> </ul>
<b>21<sup>ST</sup> CENTURY SKILLS</b> <ul style="list-style-type: none"> <li>• Critical Thinking Skills</li> <li>• Collaboration &amp; Leadership</li> <li>• Agility &amp; adaptability</li> <li>• Initiative &amp; entrepreneurship</li> <li>• Oral communication</li> <li>• Written Communication</li> <li>• Access &amp; analyze information</li> <li>• Have &amp; use curiosity &amp; imagination</li> <li>• Play, passion &amp; purpose beyond the classroom</li> </ul>
<b>ONLINE RESOURCES:</b> <ul style="list-style-type: none"> <li>• CEC &amp; OEC Noncredit <a href="https://www.sac.edu/calendar/central/Documents/2017-18-rsccd-non-credit-calendar.pdf">Academic Calendar</a> (https://www.sac.edu/calendar/central/Documents/2017-18-rsccd-non-credit-calendar.pdf)</li> <li>• Plickers <a href="http://www.plickers.com">Plickers</a> is a tool that lets teachers collect formative assessment data without student devices. (www.plickers.com)</li> </ul>

<b>ADAPTATIONS:</b>
<p><b>Application:</b></p> <p>Multi-level: High-level students can be grouped together into a group of three. After reviewing each other’s monthly planner, they can plan to spend some time together this month. Have them use “can” or “can’t” to schedule brunch or coffee time together.</p> <p>No tech: Use handbook or a generic calendar.</p> <p>High Tech: If everyone has a smartphone, instruct students on how to use a calendar app on the phone. Go over simple commands like open, add events, and save. Have students add events like field trip date or CASAS test dates on their smartphone. Demonstrate how to make a one-time event or a recurring event. Additionally, show them how to set a reminder.</p> <p><b>Evaluation:</b></p> <p>Multi-level: You can ask questions, and advanced students can write down the answers using “be going to.”</p>

**ADAPTATIONS:**

No tech: Listening Assessment

High Tech: Write down five important dates for your class on the board. Have students enter them on their phone as one-time events. Have them also set reminders 1 hour before. When completed, you walk around and check their calendars on the phone.

**Extension:**

Multi-level: Advanced students can make a separate group and decide to have an imaginary picnic one weekend. Have them decide on date, time, and location.

No tech: No tech needed.

High Tech: Have students research and find planners online. Students share their findings with the class.

**TEACHER TIPS:****Presentation:**

\*Teacher tip: During the presentation, ask students what each activity is to make sure they understand and on which day we are going to do it. Example 1 can be done by you you're your students' help, and Example 2 can be done by volunteer students. Have 4 student volunteers come up and fill out the list on the board, according to the scenario in Example 2. After they are done, you and your students can check the answers together.

**Guided Practice:**

\*Teacher tip: This is a great time for you to walk around and see how much students have understood. Try to visit all the pairs quickly and assess their understanding by checking out the lists. If a pair struggles, spend some time demonstrating how to write the list.

**Communicative Practice:**

\*Teacher tip: When groups share their lists, move around and listen. If students ask for help for pronunciation, answer their questions. However, try not to correct while students practice in order to promote fluency.

**Application:**

\*Teacher tip: Remind students to bring their smartphones charged up, if they have one, for this activity.

**Evaluation:**

\*Teacher tip: After evaluation, you should make a note on what students could and couldn't do well. You can revisit the weak area in the future session.

**Extension:**

\*Teacher tip: Get familiar with different online planners and planner apps to give suggestions if needed.

