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SAMPLE LESSON PLAN 1

THEME: Money at Christmas (or other holiday sales)

OBJECTIVE: Tie in budgeting concepts with understanding of ‘no money down deals’ at Christmas

RELEVANT MODULE(S): Percentages, Budgeting.

ADDITIONAL MATERIALS: Christmas flyers from stores or internet offering zero money down and no payment deals at Christmas (that display % and financing charges in fine print), Christmas themed word search or crossword puzzles

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 40 min:

- Let students go through flyers and discuss whether they think it is good to buy things with no money down.
- Have students pick an item, and demonstrate on wipe board how much item really would cost with fees and interest charges.
- Compare sale cost with actually cost and discuss whether students think it is a good deal to buy now instead of waiting to save
- Go through additional items. If students have strong enough math skills, allow them to calculate total cost.

BREAK – 15 min:

INDIVIDUAL WORK – 60 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 2

THEME: Safety (day one)

Objective: Have students show understanding of safety discussions by creating plan for classroom

RELEVANT MODULE(S): Commands, Reading Instructions, Problem Solving, Workplace Teamwork

ADDITIONAL MATERIALS: Fire safety video and/or pamphlets (guest speaker from local fire department would be great), safety themed word search or crossword puzzles

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 40 min:

- Go through fire safety material with students.
- Discuss importance of a plan for fire safety, and if they know what to do in case of fire where they live.
- Write a list of steps based on the material and enact it with students.
- Discuss fire safety for the building the classroom is located: Are there fire drills? Is there a plan for escape routes and where to meet?
- Explain to students that next day they will be working as a group to create a fire safety plan for the class which will be then displayed on the wall.

BREAK – 15 min:

INDIVIDUAL WORK – 60 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 3

THEME: Safety (day two)

OBJECTIVE: Have students show understanding of safety discussions by creating plan for classroom

RELEVANT MODULE(S): Commands, Reading Instructions, Problem Solving, Workplace Teamwork

ADDITIONAL MATERIALS: Fire safety video and/or pamphlets (guest speaker from local fire department would be great), Safety themed word search or crossword puzzles, handout with instructions for group activity

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 40 min:

- Review what was discussed last day about fire safety plans (use pamphlets and list of steps from day one).
- Provide handout with instructions for group activity.
- Explain to students (use handout) that as a group they will create a plan for the classroom in case of fire. The good copy will be typed on the computer, printed, and displayed in classroom.
- Discuss with students how to work well as a team. To help this you can assign roles (leader and note-taker) or have students decide on roles before they begin. Make sure to discuss roles to ensure students understand what they are supposed to do.
- If students need more time, extend lesson to another day.
- Once plan is completed, display it in classroom in clearly visible place. If possible, laminate it.

BREAK – 15 min:

INDIVIDUAL WORK – 60 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 4

THEME: Environment (or Earth Day, April 22)

OBJECTIVE: Practice writing to express ideas while showing understanding of a current event (environmental issues)

RELEVANT MODULE(S): All Communication and Reading

ADDITIONAL MATERIALS: Educational Video on nature or some environmental issue (Public Libraries often have good ones available for classroom use) *Prescreen before showing students*

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 90 min (depending on length of film):

- Give students short introduction to film: title, short overview of what it's about.
- Explain to students that they should think about how the environment is affected by what's in the film. A discussion of what "environment" is might be needed.
- Watch the film.

BREAK – 15 min:

INDIVIDUAL WORK – 20 min:

- Discuss student's thoughts about the film: did they like it, what was their favourite part.
- Have students write in their journals or in notebooks how the environment is being affected today by what's in the film. This could be a sentence or a paragraph depending on student's writing ability.
- You may need to come up with the answers individually or as a group with students and just have them put it in their own words.

SAMPLE LESSON PLAN 5

THEME: Recreation

OBJECTIVE: For students able to write and generate words: practise spelling, vocabulary, adding, and creativity.

RELEVANT MODULE(S): Using dictionary, Spelling, Arithmetic

ADDITIONAL MATERIALS: Scrabble game, enough dictionaries for students to share

PROCEDURE:

WARM UP - 20 min:

- Have students get a blank sheet of paper and writing utensil ready.
- Distribute dictionaries to students.
- Give each student a random handful (8-15 depending on number of students) of scrabble tiles.
- Instruct students to make as many words as possible with their tiles (if they have only one “s” they can’t spell a word like “hiss” but can spell as many other words with one “s”) and write it down.
- You might have to demonstrate or work with students.
- Students can use dictionary for ideas or check spelling of words.

INDIVIDUAL WORK– 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

BREAK – 15 min:

LEARNING ACTIVITY – 60 min:

- Have students play Scrabble; allow them to use dictionary as a support.
- If students are able, let them add up their own score.
- If there is room, by all means, join students. If you play a word that they don’t know, there is a great teachable moment with the dictionary right there.

SAMPLE LESSON PLAN 6

THEME: Cooking

OBJECTIVE: Learn practical skill of cooking in terms of following directions and using fractions/volumes.

RELEVANT MODULE(S): Reading instructions, Commands, Fractions & Volume, Time

ADDITIONAL MATERIALS: A simple recipe (sugar cookies are good choice) that you have facilities to prepare (oven, stove, microwave, etc.), ingredients for recipe, utensils, measuring cups, and bowls

Note: *Check for student food allergies or diabetes before choosing a recipe.*

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 40 min (depending on cooking/prep time):

- Go through recipe with students (remind steps of reading instructions).
- Providing support, have each student help follow the recipe.
- If necessary, finish cooking other day with students

BREAK – 15 min:

INDIVIDUAL WORK – 60 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 7

THEME: Knowing your City (day one)

OBJECTIVE: For students with low reading skills to practise counting and reading words/numbers

RELEVANT MODULE(S): Understanding numbers, Recognizing words & sounds

ADDITIONAL MATERIALS: access to parking lot, drawn diagram of a parking lot, clipboard

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 40 min:

- Hand out diagram on clipboard to students.
- Explain to students they are to fill in the diagram with the model name, licence plate number and colour (basic: blue, green, red) for each vehicle in parking lot (or section of parking lot depending on size available)
- Explain to students that they are also to count how many of colour vehicles there are.
- Collect sheets when students are done (for privacy reasons, do not let students take information home)

BREAK – 15 min:

INDIVIDUAL WORK – 60 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 8

THEME: Knowing your City (day two)

OBJECTIVE: Provide opportunity for students to become more aware of what's available to them where they live.

RELEVANT MODULE(S): All Communication and Reading

- ADDITIONAL MATERIALS: access to transportation to take students on field trip

PROCEDURE:

Note: In 3 to 5 classes before, provide memo to inform students of where you are going and what times you will be gone. The classes after and up to field trip, remind and discuss trip with students. A field trip is a big chance in normal routine and needs to be transitioned for students to be comfortable and understand what is happening and expected of them.

WARM UP - 10 min:

- Have students work on word search, crossword puzzles, or other warm-up activity until it is time to leave.

LEARNING ACTIVITY – 90 min (or longer depending on tour location):

- Take students on tour (organized or informal) to a free public attraction in your city/town. (For example: library, museum, tourist information centre).
- Handle the tour similar as the class, by checking for understanding of terms and using examples to illustrate meaning (if possible).
- If possible, take pamphlets back to display in classroom and remind students about the tour.

INDIVIDUAL WORK – 30 min:

- Discuss with students what they thought of the tour. If it's not the same day as the tour, you may have to remind them of what they did.
- Have students write in their journal about the experience. To help, write down a question or questions to help them express their reaction to the field trip.

SAMPLE LESSON PLAN 9

THEME: Current Events (day one)

OBJECTIVE: Practise reading comprehension and learn about local news for students who are able to write sentences.

RELEVANT MODULE(S): All Communication and Reading

ADDITIONAL MATERIALS: newspaper, or computer with internet access to news sites, dictionary

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 60 min:

- Discuss with students how they find out what is happening around them (in city/town/province/country)
- Instruct students to read articles to find one that they like (provide guidance and suggestions for students to ensure it is appropriate for their reading level and not too long).
- Have students locate meanings of words they don't understand. Try to provide examples to help illustrate meaning.
- Discuss with students why they chose their article, and what they think it is about.
- Explain to students that they will write (or type) why they like the article and explain what it is about in their own words. (This could be a sentence or a paragraph depending on student's writing ability.)

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 10

THEME: Current Events (day two)

OBJECTIVE: Practise reading comprehension and learn about local news for students who are able to write sentences. Specifically: practise identifying subject/verb

RELEVANT MODULE(S): Subject/verb, Non-action verbs, description phrases

ADDITIONAL MATERIALS: newspaper, or computer with internet access to news sites, dictionary

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 40 min:

- Remind student about the articles they found.
- Provide time for students to reread their article, and find a different article, if they wish.
- Review with students how to find subject, verb, and object (who is doing what).
- Explain to students (write it down for them to read) that they are to go through the article and find the subject, verb, object (or describing word for non-action sentences) of all sentences except quotes and write them down as short sentences on separate sheet.
- Provide support for students who have difficulty. You may need to explain quotations.
- Have students read their shorter sentences and then the article.
- Discuss if it is easier to understand the article by reading it with no descriptive phrases first.

BREAK – 15 min:

INDIVIDUAL WORK – 60 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 11

THEME: Current Events (day three)

OBJECTIVE: Practise reading comprehension and learn about local news for students who are able to write sentences.

RELEVANT MODULE(S): All Communication and Reading

ADDITIONAL MATERIALS: newspaper, or computer with internet access to news sites.

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 60 min:

- Remind student about the articles they found.
- Provide time for students to reread their article and their subject/verb sheet.
- Explain that students are to write (or type) why they like the article and explain what it is about in their own words. This could be a sentence or a paragraph depending on student's writing ability.
- Provide students opportunity to find a different article, if they wish.
- Some students might need a lot of support or can only copy sentences from the article.
- If students are comfortable, provide opportunity to display or share their article. A class newsletter with their articles "published" is a fun activity.

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 12

THEME: Nutrition (day one)

OBJECTIVE: Practise reading comprehension and teamwork and learn about healthy eating

RELEVANT MODULE(S): Using Dictionary, Workplace Teamwork

ADDITIONAL MATERIALS: computer with internet access, dictionaries, copy of Canada Food Guide (or other healthy eating material you feel is appropriate).

Note: *Watch out for diet fads. E.g. South Beach, Low-Carb, etc. If possible, consult a nutritionist or health professional for recommended material or internet resources.*

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 60 min:

- Go through Canada Food Guide with students.
- Check for understanding of vocabulary.
- Discuss meaning of any terms or words students are unfamiliar with using dictionary or internet. Use as much examples as possible to illustrate meaning.
- Go through examples of food and discuss with students which food group it belongs to.
- Discuss the importance of healthy eating.
- Go through examples of foods and discuss whether each is a healthy food or an unhealthy food.

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 13

THEME: Nutrition (day two)

OBJECTIVE: Practise reading comprehension and teamwork and learn about healthy eating

RELEVANT MODULE(S): Using Dictionary, Workplace Teamwork

ADDITIONAL MATERIALS: computer with internet access, dictionaries, copy of Canada Food Guide (or other healthy eating material you feel is appropriate).

Note: Watch out for diet fads. E.g. South Beach, Low-Carb, etc. If possible, consult a nutritionist for recommended material.

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 60 min:

- Review Canada Food Guide with students.
- Review importance of healthy eating.
- Going through examples, discuss what is a healthy food versus an unhealthy food.
- Explain to students (write it down for them to read) that working together, they will come up with a list of unhealthy food that most people eat. For each unhealthy food, they will suggest a healthy food to eat instead.
- Review teamwork, if necessary, and assist students.
- Display list for students to see.

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 14

THEME: Nutrition (day three)

OBJECTIVE: Practise reading, number comprehension and learn about healthy eating

RELEVANT MODULE(S): Understand Numeric Values, Percentages, Using Dictionary,

ADDITIONAL MATERIALS: computer with internet access, dictionaries, Food Guide (or other healthy eating material you feel is appropriate), sample foods with nutrition labels to compare (one should be a healthier option than the other. Such as whole wheat cereal and ‘candy’ cereal)

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 60 min:

- Review Canada Food Guide with students.
- Discuss meaning of calories, sodium, fat, vitamin, and fibre with students and their relation to healthy eating.
- Going through sample nutrition label and explain what the numbers and terms mean (use internet or dictionary and provide examples).
- Discuss which numbers are good to be high in food (fibre, vitamin) and which are bad to be high (calories, sodium, and fat).
- Have students compare two similar foods by reading the nutrition labels and write down which has higher calories, sodium, fat, vitamins, and fibre. A handout may facilitate this.
- Have students compare their results and decide which is the healthier choice.
- Explain with students that healthier does not mean healthy and you should eat lots of a certain food. Remind students of recommended daily foods from Canadian Food Guide.

Note: This is by going by notion that sugars and carbohydrates are neither good nor bad. It is rather their impact on overall calories and fibre that is important. If possible, consult a nutritionist or health professional for clarification.

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 15

THEME: Staying Healthy

OBJECTIVE: Learn some healthy activities and practise expressing ideas in writing.

RELEVANT MODULE(S): Additional Materials: Exercise mats, Guide or pamphlet with some basic stretches. *(If possible, consult an exercise specialist for recommended material.)*

Note: Use caution before teaching any stretches to students. Balance and physical abilities could be impaired. You don't want to cause a fall or injury from students doing stretches in class or on their own.

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 40 min:

- Discuss with students the importance of physical activity to stay healthy.
- Discuss how stretching is easy way to physical activity.
- If space allows, warm up with walking.
- Using exercise mats, and chairs, go through a series of stretches with students.

BREAK – 15 min:

INDIVIDUAL WORK – 60 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 16

THEME: Creativity

OBJECTIVE: For students able to generate ideas, use critical thinking and team work to express themselves by creating an original short story.

RELEVANT MODULE(S): All Communication and Reading

ADDITIONAL MATERIALS: Copy of a folk tale or legend appropriate for class. (cultural fables, Aesop's stories, or James Thurber's comical tales are some suggestions)

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 60 min:

- Hand out story and read it with students and discuss their reactions.
- Discuss how people have told and written stories for a long time to entertain each other.
- Explain to students (write it down for them to read) that working together, they will be creating their own story. Each person will come up with a line, and then the next person will add the next line until it is over (monitor story length and use discretion to 'end' story)
- Begin the story with something like, "There once was a young man...."
- After, read the completed story yourself, or allow students to read their own parts (if they are comfortable doing so.)

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 17

THEME: Computers (day one)

OBJECTIVE: Build on student's computer literacy as well as skills with a word processor and typing

RELEVANT MODULE(S): Commands, Reading Instructions

ADDITIONAL MATERIALS: computer with internet and word processor (Microsoft Office), optional: typing program, like Mavis Beacon

PROCEDURE:

WARM UP - 15 min:

- Have students work on word search, crossword puzzles, or other warm-up activity.

LEARNING ACTIVITY – 60 min:

- Discuss with students (and/or have them write down) their experience and confidence using computers.
- Go through common computer terminology (mouse, drive, surf web) with students and provide examples to illustrate meaning.
- Working one on one or in group, start word processor tutorial with student. Provide help with vocabulary and wording, as well as discussing tasks with student to assess understanding.

Note: some word processors have tutorial built into program for others, you have to go online to find them. Most do have tutorials.

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 18

THEME: Computers (day two)

OBJECTIVE: Build on student's computer literacy as well as skills with a word processor and typing

RELEVANT MODULE(S): Commands, Reading Instructions

ADDITIONAL MATERIALS: computer with internet and word processor (Microsoft Office), optional: typing program, like Mavis Beacon

PROCEDURE:

WARM UP - 15 min:

- Have students practice typing with computer game (online or Mavis Beacon).

LEARNING ACTIVITY – 60 min:

- Review sections of tutorial students covered previously. It may be necessary to repeat from the start.
- Continue working on tutorial with students (this may take several days depending on length of tutorial and student ability)
- Let students practice skills in tutorial by either copying or typing a document.

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 19

THEME: World Attractions (day one)

OBJECTIVE: Practise reading, research, and computer skills while learning more about the world.

RELEVANT MODULE(S): All Communication and Reading

ADDITIONAL MATERIALS: computer with internet, word processor, and printer, dictionary, map of world or globe, books about world attractions and wonders with pictures (optional).

PROCEDURE:

WARM UP - 15 min:

- Have students word search or crossword puzzles with a world attraction or travel theme (the free puzzles at <http://cluesearchpuzzles.com> is recommended)

LEARNING ACTIVITY – 40 min:

- Discuss with students, using internet (or picture books) world wonders or attractions that they know (e.g. Stonehenge, Statue of Liberty, Pyramids, etc.). Be prepared to provide examples and then check if students are familiar with them.
- With students help, create a list of different attractions with the country they are located.
- It might be useful to show the locations on a map or globe, if available.
- Explain to students (write it down for them to read), that for next class they will be making a poster about one of the attractions to be displayed.
- Let students think about which one they want to choose. Ideally, each student should pick a different attraction. However, students want to do the same one, there is no problem.

BREAK – 15 min:

INDIVIDUAL WORK – 60 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.

SAMPLE LESSON PLAN 20

THEME: World Attractions (day two)

OBJECTIVE: Practise reading, research, and computer skills while learning more about the world.

RELEVANT MODULE(S): All Communication and Reading

ADDITIONAL MATERIALS: computer with internet, word processor, and printer, dictionary, map or world or globe, books about world attractions and wonders (optional).

PROCEDURE:

WARM UP - 15 min:

- Have students word search or crossword puzzles with a world attraction or travel theme (the free puzzles at <http://cluesearchpuzzles.com> is recommended)

LEARNING ACTIVITY – 60 min:

- Review world attraction list from last class.
- Remind student of creating a poster of an attraction from the list.
- Explain to students (write it down for them to read), they are to locate a picture of their attraction on the internet to put on their poster (you may have to help them copy and paste the picture into word processor).
- Students will then research interesting facts to type under the picture of their poster: name of attraction, where it is located, what is special about it, etc.
- Hang up posters around class for everyone to see.

Note: If you do not have internet or a printer, a low-tech version of this project can be done by cutting and pasting pictures from magazines or drawing onto blank paper. Students can then handwrite their interesting facts.

BREAK – 15 min:

INDIVIDUAL WORK – 40 min:

- Work with students one-on-one or in small groups on modules according to their individual plans.
- If warm-up requires groups, you might consider planning that all students take part in the activity.