



**STAT Lesson Plan for English Language Learners**  
**Following Directions/Siguiendo Instrucciones**

Lesson Duration: 30-40 minutes

**Standards (as needed or required):**

**Lesson Objectives:**

- Student will be able to **use** target vocabulary to give and receive directions.  
*El estudiante podrá usar el vocabulario para dar y recibir instrucciones.*
- Student will be able to **match** vocabulary words given with their correct image.  
*El estudiante podrá emparejar las palabras dadas con la imagen correcta.*
- Student will be able to **complete** an obstacle course or dance the Cha Cha Slide.  
*El estudiante podrá completar una carrera de obstáculos o bailar el Cha Cha Slide.*

**I Can Statements:**

- I can **use** target vocabulary to give and receive directions.  
*Puedo usar vocabulario objetivo para dar y recibir instrucciones.*
- I can **match** vocabulary words with their correct image.  
*Puedo emparejar las palabras dadas con la imagen correcta.*
- I can **complete** an obstacle course or dance the Cha Cha Slide.  
*Puedo completar una carrera de obstáculos o bailar el Cha Cha Slide.*

**Lesson Instructions**

**Language Note:** *The following lesson is intended to be taught entirely in Spanish or the student's native language for beginning English Language Learners. If your students are more advanced, these same lessons can be taught using as much English as is appropriate.*

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of the students. The objective is for students to understand, with engaging activities that will enable them to practice what they are learning.

**Materials Needed** (Click on links to open)

- Large sticky note board
- Bluetooth speaker/[Song Download \(optional\)](#)
- Items to place on the ground as obstacles (optional)
- Bandana or blindfold
- Mobile device
- Vocabulary flashcards ([QUIZLET](#))
- [EdPuzzle](#) (Cha Cha Slide)



- Copies of [Pre-Test](#) and [Post-Test](#)
- Vocabulary Image [Guide Sheet](#)
- [Vocabulary Practice Sheet](#)

**Target Vocabulary:** *Words adjusted to fit each activity*

Obstacle Course	Cha Cha Slide (additional)
Left	Slide
Right	Criss Cross
Reverse/Backward	Hands on your knees
Forward/Straight	Clap your hands
Stop	Freeze
Go	Cha Cha real smooth
Turn	Hop
	Stomp
	Turn Around

**Pre-Test Questions**

1. What direction is the arrow pointing?
2. What direction is the arrow pointing?
3. What does this sign mean?
4. What direction are they walking?
5. What word means to go straight?

**Introduction/Opener/Activate Prior Knowledge**

- In a group ask your students if they have ever had to give someone directions. What or where were they trying to give directions? Were they directions to find something in a store? Were they directions to drive to a new place?
- After students have responded, ask them to repeat or share some of the words they may have used. The instructor may write words/responses given by students on the large sticky note board and share the English/Spanish or other language equivalent.
- Instructor may use a toy car to model its navigation from point A to point B, demonstrating the need to give it directions.



### **Introduce Key Vocabulary**

Distribute work vocabulary worksheet. Instructor will go through each word in English, Spanish, and practice pronunciation.

- *I say: left, We say: left, You say: left.*
- Instructor may put their finger on their chin as a signal for when the instructor speaks and on their ear for when students speak. Say the words/phrases in English and have students repeat. Continue this method for each vocabulary word chosen.
- Repeat the word *left*.
  - Look at your big thumb and say *left*.
  - What is this picture of?
  - Yell out the word *left*/ whisper the word *left* etc.
- Vocabulary words **taught/adjusted** to OSY work environment.

### **In-Person Activity: Instructions for Completing an Obstacle Course**

Set up obstacles found around the home, camp, or car and place them on the ground. Have students split into two teams with a start and finish point. One student on each team will call out the directions while the other student will be blindfolded and led through verbal instructions to the end of the course. Students will practice using the vocabulary terms they have just learned to maneuver to the end of the course.

### **In-Person Activity: Instructions for Teaching the Cha Cha Slide**

Instructor can provide a bluetooth speaker and song download to have students listen one time to the song. Instructor can then explain this is a song that will require listening and following directions. It is a song often played at birthdays and weddings in America. The instructor may then list each phrase/vocabulary word on a large sticky note board and teach each phrase by its physical movement. Students will repeat, practice, and follow each given instruction. The instructor may choose to break the song into parts to repeat and or lead the group before allowing them to follow on their own.

### **Extension Activity/Connections to Other Topics**

- Direct students to the **English for Daily Life Lessons** to extend their learning.



### Post-Test Questions

1. What direction is the arrow pointing?
2. What direction is the arrow pointing?
3. What does this sign mean?
4. What direction are they walking?
5. What word means to go straight?

**BONUS** Question: What is another word for backward?

### Wrap-Up/What Have Students Learned?

- Revisit the “I can” statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

### Next Steps for Individual Student Practice

- [Quizlet](#)
- [EdPuzzle](#) for Cha Cha Slide

### Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?