



## STAT Lesson Plan for English Language Learners

### At Work / *En el Trabajo*

Lesson Duration: 30-40 minutes

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

##### Lesson Objectives:

- Student will be able to **use** target vocabulary related to work.  
*El estudiante podrá usar vocabulario objetivo relacionado con el trabajo.*
- Student will be able to **match** words given with the correct image.  
*El estudiante podrá emparejar las palabras dadas con la imagen correcta.*
- Student will be able to **repeat** commonly used phrases at work.  
*El estudiante será capaz de repetir frases de uso común en el trabajo.*

##### I Can Statements:

- I can use target vocabulary related to work.  
*Puedo usar vocabulario objetivo relacionado con el trabajo.*
- I can match words with their correct image.  
*Puedo emparejar las palabras con sus imágenes correspondientes.*
- I can use common phrases used at work.  
*Puedo usar frases comunes mientras trabajo.*

#### Lesson Instructions

**Language Note:** *The following lesson is intended to be taught entirely in Spanish or the students' 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 practice with engaging activities that will enable them to understand what they are learning.

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

- Laminated [work images](#) (2 copies of each image)
- Items from list of vocab words if available
- Laptop or other Virtual Device
- [Paper Copy or Virtual Vocabulary & Image Guide Reference Worksheet](#)
- [Paper Copy or Virtual Vocabulary & Image Practice Guide Worksheet](#)    [Answer Key](#)
- [Quizlet Activities](#)
- [EdPuzzle Video](#)
- [Copies of Pre-Test/Post-Test](#)



### Target Vocabulary/Phrases

- Bag
- Hat
- Shovel
- Water cooler
- Bandana
- Bucket
- Sunscreen
- Hose
- Ladder
- Gloves

**Go get, Bring me , Put on, I need the ....**

### Pre-Test Questions

1. Which is something you can wear when working outside?
2. Which is an object you can use when you need a drink?
3. Which is an object you can use to work?
4. Which do you use to protect yourself from the sun?
5. What is this a photo of?

### Introduction/Opener/Activate Prior Knowledge

- Using a white board ask students as a group to share or shout out words of objects or items they use at work. What tools might you use? What items might you need? Teacher will write a list as students give answers. Using the items on the list, ask if anyone can respond with the English word for an item. Can anyone tell me how to say *gorra* in English?

### Introduce Key Vocabulary

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

- *I say: bucket, We say: bucket, You say: bucket.*
- 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 *bucket*
  - Look at your big thumb and say *bucket*
  - What is this picture of?



- Yell out the word *bucket*/ whisper the word *bucket* etc.
- Vocabulary words **taught/adjusted** to OSY work environment.

**In-person Activity 1:** Print out and laminate images/cards of work related items. Place cards in two separate piles. Split the group into two teams. Have one person call out the name of the object while both teams race to the pile to retrieve said item. First team to return the correct image wins a point.

**In-Person Activity 2:** (Optional) Place items from the list on the ground. Split the group of students into two groups. Instructor will use target phrases and have students respond based on the command. Ex. Go get the hose (student will go to get the hose). Put on the hat (student will pick up the hat and put it on their head).

#### **Virtual Activities:**

- Students practice vocabulary using the [Quizlet Activities](#) matching game.
- Quia [with answers/without answers](#)
- [EdPuzzle Video](#)

#### **Extension Activity**

- Direct students to the **English for Daily Life Lessons** to extend their learning.
- (Optional) The instructor can voice record all of the vocabulary associated with this lesson. Have the student listen to the recording every day for one week. When the student has memorized the vocabulary, have them send a voice recording to the instructor using either WhatsApp or My Memos.
- **Introduce target phrases:** Instructor will review targeted three phrases related to work. Instructor will go through each phrase in English, Spanish, and pronounce the phrases. Instructor can act out each phrase; for example: Go get (walk over to said item and return back to the group), Put on (open sunscreen and put it on your arm), etc.

#### **Post-Test Questions**

1. Which is something you can wear when working outside?
2. Which is an object you can use when you need a drink?
3. Which is an object you can use to work?
4. Which do you use to protect yourself from the sun?
5. What is this a photo of?

**BONUS** Question: What object can you wear to protect your hands?



### **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**

- Students practice using their new vocabulary and phrases at work.

### **Instructor Reflection**

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