



K-12 Beginning ELL — 5-Day Lesson Plan

GRADE LEVEL

K-12

SUBJECT

Beginning ELL

WEEK OF

Unit Overview

This 5-day Beginning ELL plan covers survival vocabulary: classroom routines, greetings, and basic needs for K-12 students, aligned to WIDA ELD Standard 1, Entering/Emerging.

Standards Alignment

WIDA ELD Standard 1, Entering/Emerging

Global Standards Mapping

United States:

WIDA ELD Standard 1, Entering/Emerging

United Kingdom:

Key Stages 1–5 (cross-phase)

Australia / NZ:

Foundation–Year 12 (AC v9.0)

IB Programme:

PYP / MYP / DP — full continuum

Canada (Ontario):

Ontario K–12 (cross-grade)

Singapore / India:

MOE Primary–JC · CBSE Classes 1–12

EU/EEA note: CEFR A1–A2 (Breakthrough / Waystage)

Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

Day 1

K-12 Beginning ELL — 5-Day Lesson Plan

Learning Objective

Students will engage with survival vocabulary: classroom routines, greetings, and basic needs at a K-12 level — day 1 focus area.

Standards Alignment

WIDA ELD Standard 1, Entering/Emerging

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

5 min — Open with a quick warm-up tied to survival vocabulary: classroom routines, greetings, and basic needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Day 2

K-12 Beginning ELL — 5-Day Lesson Plan

Learning Objective

Students will engage with survival vocabulary: classroom routines, greetings, and basic needs at a K-12 level — day 2 focus area.

Standards Alignment

WIDA ELD Standard 1, Entering/Emerging

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

6 min — Open with a quick warm-up tied to survival vocabulary: classroom routines, greetings, and basic needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Day 3

K-12 Beginning ELL — 5-Day Lesson Plan

Learning Objective

Students will engage with survival vocabulary: classroom routines, greetings, and basic needs at a K-12 level — day 3 focus area.

Standards Alignment

WIDA ELD Standard 1, Entering/Emerging

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

7 min — Open with a quick warm-up tied to survival vocabulary: classroom routines, greetings, and basic needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Day 4

K-12 Beginning ELL — 5-Day Lesson Plan

Learning Objective

Students will engage with survival vocabulary: classroom routines, greetings, and basic needs at a K-12 level — day 4 focus area.

Standards Alignment

WIDA ELD Standard 1, Entering/Emerging

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

8 min — Open with a quick warm-up tied to survival vocabulary: classroom routines, greetings, and basic needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Day 5

K-12 Beginning ELL — 5-Day Lesson Plan

Learning Objective

Students will engage with survival vocabulary: classroom routines, greetings, and basic needs at a K-12 level — day 5 focus area.

Standards Alignment

WIDA ELD Standard 1, Entering/Emerging

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

9 min — Open with a quick warm-up tied to survival vocabulary: classroom routines, greetings, and basic needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.



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