

# WORD BY WORD LESSON PLANNER

## High-Beginning/Intermediate Level

Teacher \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_\_

**Warm-Up/Review, Completion, & Expansion of Previous Lesson(s)** Time: \_\_\_\_\_ minutes

Review, complete, or expand the following *Word by Word* Picture Dictionary lesson:

(Indicate lesson pages, Teacher's Guide pages with specific teaching steps or activities, and any workbook pages to be reviewed.)

### New Picture Dictionary Lesson

Page(s) \_\_\_\_\_ TG (Teacher's Guide) Pages \_\_\_\_\_

#### Introduction

State the lesson objective, and tell students what they will be doing during the lesson.

**Vocabulary Preview** Time: \_\_\_\_\_ minutes

Activate students' prior knowledge of the vocabulary using the brainstorming or picture identification activity.

**Vocabulary Presentation** Time: \_\_\_\_\_ minutes

Present the vocabulary as recommended in the TG.

**Comprehension Check** Time: \_\_\_\_\_ minutes

Check students' comprehension and pronunciation of the vocabulary.

**Vocabulary Practice** Time: \_\_\_\_\_ minutes

Have students practice the words as a class, in pairs, or in small groups as recommended in the TG.

**Model Conversation Practice** Time: \_\_\_\_\_ minutes

Have students practice the short guided conversation(s) as recommended in the TG.

**Additional Conversation Practice** Time: \_\_\_\_\_ minutes

Have students practice any additional conversations (if included in the lesson) as recommended in the TG.

**Spelling Practice** Time: \_\_\_\_\_ minutes

Have students practice spelling the vocabulary words as recommended in the TG.

**Writing and Discussion** Time: \_\_\_\_\_ minutes

Have students do the recommended activity through class discussion and/or as a writing assignment.

**Evaluation** (Integrated in lesson steps above)

Use the Performance-Based Lesson Assessment to evaluate class performance or individual students.

**Extension** Time: \_\_\_\_\_ minutes

Extend students' vocabulary with one or more Making Connections activities.

Selected resource(s)/community task(s): \_\_\_\_\_

**Application** Time: \_\_\_\_\_ minutes

Have students apply their new vocabulary by participating in new and different activities.

Selected Communication Activity number(s): \_\_\_\_\_

#### Workbook Skill Integration

Intermediate Lifeskills WB Page(s) \_\_\_\_\_

Intermediate Vocabulary WB Page(s) \_\_\_\_\_

#### Reading Enrichment

Language & Culture Notes Page(s) \_\_\_\_\_

#### Technology

WordLinks: <http://www.longman.com/wordbyword>

#### Music

WordSong \_\_\_\_\_

\*Customize lesson steps and suggested times based on students' needs and abilities and class time available for vocabulary learning. Many teachers prefer to "bridge" lessons over two or more sessions—for example, doing all lesson steps through Model Conversation Practice in a first session, then continuing with the rest of a lesson and extension/application activities in a second or later session.