



# Thematic Lesson Plans: A Workshop on Thematic Lesson Plans

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This workshop is designed to provide present and future educators of adult ESL learners and anyone working with ESL learners with practical and comprehensive guidance on planning and implementing thematic module lesson plans. The workshop aims to enhance the teaching skills, lesson plans developing skills, and effectiveness of educators working with adult ESL learners.

# Foundations of EL Teaching Methods

Create a cultural mindset of acceptance

- English Language Learners (ELL) should be valued
- Consider English Learners (ELs) knowledge and linguistic abilities as assets
- Expect excellence from every EL

Engage Every English Language Learner (ELL)  
Engage them through Active Participation

- Peer Conversation
- Think-pair share
- Collaborative Brainstorm

# Culturally Responsive Pedagogy

A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes.

## Culturally Responsive Teaching

- is assets-based.
- places students at the center of learning.
- values students' languages, cultures and backgrounds.
- simultaneously challenge and support students.

# Recommendations for Culturally Responsive Pedagogy

- Learn to pronounce your students name correctly
- Incorporate cultural, historic and linguistic information about the target culture into instruction
- Give opportunities to speak and write about their lives and people and events that are important to them.
- Lessons should include multicultural materials and resources
- English language learners' families and communities should be included in the learning as well
- Keep student friendly learning objectives

# English Learners' (ELs) Background Knowledge

## Framework for building ELs background knowledge

1. Assess: Determine amount of background knowledge ELs already have on a topic.
2. Select: Decide which background knowledge is essential to provide ELs access to the topic or text
3. Activate: Activate prior background knowledge ELs already possess
4. Teach: Concisely teach ELs new background knowledge

## Some strategies to teach background knowledge:

- Short teacher-developed text with guiding and supplementary questions
- Web links (in English or home language)
- Brief video clips or visuals etc



# Scaffolding Language

Scaffolds are forms of linguistic support provided by the instructor. To guide effective language use scaffolds should be provided during tasks. Scaffolds are temporary.

## **What is language scaffolding?**

To modify language according to the language level of students during a task

## **Why is it necessary?**

To encourage students' engagement

To offer flexibility to the students so they can communicate their critical thoughts and complex ideas with class easily

To allow them to use language in different ways using their own linguistic assets

Help students to learn and grow

# Strategies for scaffolding language

- **Engage**
  - Encourage students' engagement in a task by offering necessary linguistic supports.
- **Observe**
  - Find students' needs by observing their conversations/writing closely. Look for discourses, sentences, words etc.
- **Support**
  - Keep your students needs on the top of the priority list during planning scaffolds to better support your students.
- **Reflect**
  - Reflection helps you to look for shortcomings in your scaffolds. Keep revising if it's necessary.



# Strategies for scaffolding language

Language can be scaffolded in different ways during a task. They can be:

- Linguistic Frames
  - Helps students to use a specific sentence structure or vocabulary.
- Word Banks
  - A list of potential words that students can use to complete a task. It includes words that students are familiar with but don't use that much. So, it allows the students to think more about those words.
- Word Bank Table
  - It's also a word list but words remain categorized as tables in this one. Thus the name. Students get to brainstorm ideas that are related and can extract a new/relevant information using this word bank table.
- Sentence Chart
  - It helps to teach sentence structures. Different parts of the sentence and vocabulary are categorized as tables. Students can make complete sentences by putting words/phrases in the given categorized order.
- Graphic Organizers
  - It helps to organize ideas visually. You can either create a semantic web, a flow chart or multiple charts to connect different ideas relevant to the core one.

# Examples

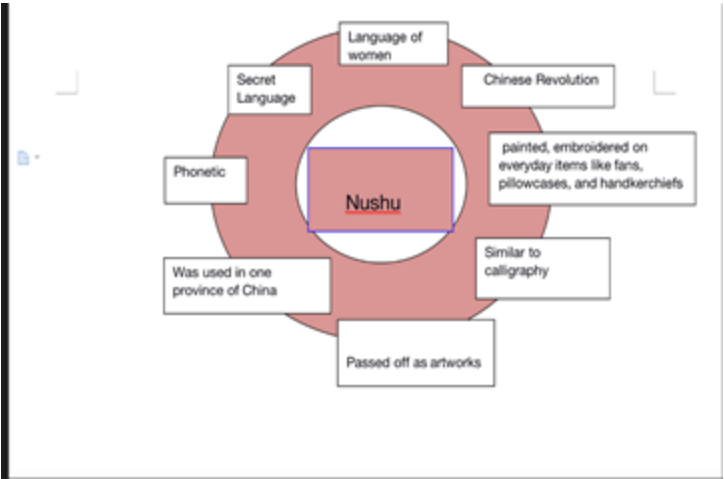
## Paragraph frame:

Most women try to balance \_\_\_\_\_ and \_\_\_\_\_. However, the balance is not \_\_\_\_\_. They find themselves working \_\_\_\_\_ . Because they have to manage both their \_\_\_\_\_ and \_\_\_\_\_ . This happens due to a variety of reasons but \_\_\_\_\_ at home are still very much to blame.

## Sentence frame:

I agree/disagree with this statement because I think \_\_\_\_\_.

## Visual Organizer:



## Word Bank:

Large strokes	Slanted	Logography
Calligraphy	Phonetic	Bold
strokes	Phonetic	Thin
strokes	Scratchy	

# What is a Thematic Lesson Plan?

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- Educational materials designed to teach a specific theme or topic comprehensively across multiple lessons or sessions.
- Ensure a coherent and integrated approach to learning, with each lesson building upon the previous one to deepen students' understanding of the theme.

A decorative graphic on the left side of the slide. It features a row of colored pencils in various colors (dark brown, brown, red, orange, yellow, light green) standing upright. To the right of the pencils is a white silhouette of a person's head and shoulders, facing right. The background is a solid light blue.

# Checklist

- Plan the theme
- Plan sessions: Number of sessions
- Find materials (adapt/develop)
- Have an overall plan for the topic/theme and then plan each day/session individually





## Lesson Specific Plan/Plan for Each Day

- Content objectives for the day
- Language objectives for the day
- Targeted Vocabulary: General Academic Words & Content-specific Academic Words
- Organize teaching materials for the day (text, handouts, activities, relevant videos, audio etc.)
- Plan your lesson sequence
- Plan activities
- Distribute time for activities properly
- Take evaluation from your students

**Let's look at a sample**

[\[Nilima\] Thematic Unit Lesson Plan \(Final Draft\) \(1\).pdf](#)

# Demonstrating a Sample Thematic Lesson Plan

Subject: Social Studies

Theme: Women's Rights

Number of days allotted for this theme/topic: 3

Grade/Age group: College Students; Level 5 according to WIDA

WIDA is a trusted, comprehensive approach to language development, assessment and teaching for K-12 English learners.



## Student Information: (Target Students)

<b>English proficiency</b>	Intermediate-level proficiency in English. Referring to WIDA, their proficiency level is Level 5 and grade 9-12.
<b>L1 background</b>	Native speakers of various languages e.g., Chinese, Korean, Bangla, Burmese, Japanese, etc. Students of the Intensive English Institute. Students are able to read, write and speak in their L1. They all came through a schooling system instructed either in their L1 or English
<b>Cultural and family background</b>	Students are currently staying in the US or in an English-speaking country while taking this class (location will not matter if online but they should be students of IEI). Students are from diverse cultures and backgrounds. They moved to the particular countries for study purposes or as immigrants.

# Objectives

Topic: All The Ways Women Are Still Pressured To Put Family Before Career. (Paragraph A-D)

## Content Objective(s)

### Standard:

11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Student-friendly objective: Students will be able to identify the claim of the passage and evaluate that by looking into supporting evidence given in the text.

## Language Objective(s)

**Standard:** Apply reasoning or theory to link evidence to the claims in explanations. (p. 178)

Student-friendly objective: Students will be able to explain the claim, offering proper reasoning.

<b>Targeted Vocabulary</b>	<b>General Academic Words</b>	Equality, Domestic, Duties
	<b>Content-Specific Academic Words</b>	Feminist movement, Societal Expectations, Working mothers

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# Materials

Text: [All The Ways Women Are Still Pressured To Put Family Before Career](#)

(First 4 paragraphs - A-D)

[Handout for Activities](#)

[Bilingual Glossary](#)







## Lesson Sequence

- Starting the class with a warm-up question relevant to theme
- Sharing plan for the days allotted for this theme.
- Sharing today's plan and objectives
- Doing in class activities.





# Bilingual Glossary

## Bilingual Glossary

Word	Meaning	Example from Text	Pictures or phrases to represent the word
<b>Rights</b> <b>L1 (Bangla)</b> অধিকার <b>L1 (Burmese)</b> အခွင့်အရေး [aahkwinaarayy] <b>L1 (Korean)</b> 권상 [jjinsang]	the collection of entitlements <u>which</u> a person may have and which are protected by the government and the courts, or under an agreement	We are all entitled to human <u>rights</u> .	A right to vote, a right to work, <u>a right to equal treatment before the law</u> , <u>a right to equal pay</u> . 
<b>Sex</b> <b>L1 (Bangla)</b> জৈবিক লিঙ্গ <b>L1 (Burmese)</b> လိင် [liin] <b>L1 (Korean)</b> 성별 [seongbyeol]	either of the two main categories (male and female) into which humans and most other living things are divided <u>on the basis of</u> their reproductive functions:	But across the globe, many women and girls still face <u>discrimination on the basis of sex and gender</u> .	adults of both sexes. 



# Bilingual Glossary

<b>Gender</b> <b>L1 (Bangla)</b> সামাজিক লিঙ্গ <b>L1 (Burmese)</b> ကျား၊ [kyarr] <b>L1 (Korean)</b> 성별 [seongbyeol]	either of the two sexes (male and female), especially when considered <b>with reference to social and cultural differences rather than biological ones</b> . The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female:	But across the globe, many women and girls still face discrimination on the basis of <b>sex and gender</b> .	
<b>Equal pay</b> <b>L1 (Bangla)</b> সমান বেতন <b>L1 (Burmese)</b> တူညီသောလစာ [tuunyesaw lahcar] <b>L1 (Korean)</b> 더치 페이 [deochi pei]	Equal pay for equal work is the concept of labor rights that individuals in the same workplace be given equal pay.	Equal pay for the same work is a human right, but time and again women are denied access to a fair and equal wage	
<b>Inequality</b> <b>L1 (Bangla)</b> অসমতা <b>L1 (Burmese)</b> မညီမျှမှု [m nyemyahamhu] <b>L1 (Korean)</b> 불평등 [bulpyeongdeung]	difference in size, degree, circumstances, etc.; lack of equality:	For many years women's rights movements have fought hard to address this <b>inequality</b> , campaigning to change laws or taking to the streets to demand their rights are respected.	
<b>Discrimination</b> <b>L1 (Bangla)</b> অসমতা, বৈষম্য <b>L1 (Burmese)</b>	the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or	Often, women are the subject of gender-based discrimination in the workplace.	



# Activities

## Activity #1

Write down the responsibilities that male members and female members of your family general perform. Highlight the ones that are only performed by any of the groups.

Responsibilities of Male Members in the Family	Responsibilities of Female Members in the Family

## Activity # 2

It's time to form groups.

In groups brainstorm the different responsibilities of men and women all across the globe. Use the above list to get help with doing this one.

Responsibilities of Men	Responsibilities of Women

Reading Activities: It's time for reading now:

## Paragraph A

## Activity #3

~Considering women's position in society What was the situation a hundred years ago and what is the situation now? List them in two different columns. Follow section A to answer this question.

Women's situations 100 years ago	Women's situations now
1. Women in the US had no right to vote.	2. Allowed to join the national workforce now.

## Activity #4

Try to think of some other examples which are not given in the paragraph. Brainstorm with your partner. Think about the situation in your own country and share that with your partner.

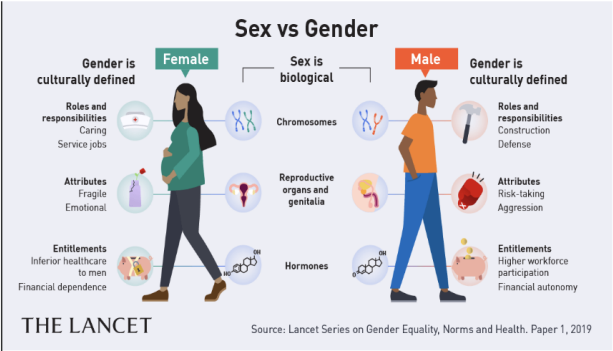
List as many as you can:

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Paragraph B:

Activity #5

The following visual will help you to understand the differences between sex and gender and what gender norms are for males & females.



~According to the president and founder of the Critical Therapy Center in New York City, Silvia Dutchevici, many women feel pressure to “have it all”. What do you mean by the phrase “to have it all”? [Hint: the last paragraph of paragraph B]

I think this phrase means \_\_\_\_\_.

According to the president and founder of the Critical Therapy Center in New York City, Silvia Dutchevici, many women feel pressure to “have it all” meaning both a thriving career and the perfect family but that can be very difficult to achieve. Do you agree with this statement?

[Hint: Try to think why it might be difficult to do well both in career and family management]

I agree/disagree with this statement

because\_\_\_\_\_.

Paragraph C:

Activity #6

Paragraph Scaffolding

Most women try to balance \_\_\_\_\_ and \_\_\_\_\_. However, the balance is not \_\_\_\_\_. They find themselves working \_\_\_\_\_. Because they have to manage both their \_\_\_\_\_ and \_\_\_\_\_. This happens due to a variety of reasons but \_\_\_\_\_ at home are still very much to blame.

Activity # 7

~What might be societal roles for women and men? Consider your own culture first and then the world situation. Refer back to the lists you made at the beginning of this class.

Societal roles for women	Societal roles for men
<ul style="list-style-type: none"><li>• Taking care of children</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Making money</li><li>•</li></ul>

Paragraph D:

Activity #8

**“No matter how successful she is, the burden of running a household still falls on the woman’s shoulders.”**

Do you agree with this statement? Why/why not?

Can you share an example of someone whom you found in this situation? You can talk about anyone from your family, your friends, any popular people you know, or anyone.

Use your L1 to brainstorm the prompt first and then answer the question in L2.

~ Read the full text once again. What is this text claiming and how can you say that? I am sharing my understanding of the claim of the text with supporting evidence. Share yours. (This is an individual task. You are free to brainstorm with your peers but write in your own words).

**Instructor’s claim:** I think the main claim of this passage is that though women now have more equal rights than before, they still need to put their families before their careers. I think this claim is true/ false because the text tells us that they have to do a lot of work than men due to societal norms.

Student: I think the main claim of this passage is that \_\_\_\_\_. I think this claim is \_\_\_\_\_ because the text tells us that \_\_\_\_\_.



## Self-evaluation

- Name one thing you have learned/enjoyed learning today.
- What didn't you understand?
- Write down one question you have about today's class.

# Principles and Techniques

Review:

- Plan appropriate Scaffolding Academic Language
- Facilitate Interaction
- Culturally Responsive Teaching
- Supporting Background Knowledge



**What are your takeaways?**

**Thank You!**





**Questions?**

## References

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# Documents

- [Handout Day 1](#)
- [Handout Day 2](#)
- [Handout Day 3](#)