

TESOL – Lesson Plan

Lesson Title: Real Stories, Real Words – Reading & Spelling

Level: Intermediate (Youth EAL)

Duration: 90 minutes

Learning Outcomes:

- Skim a short text for main idea.
- Scan for specific details.
- Identify and apply common spelling patterns.
- Correct spelling errors in context.
- Produce a short accurate written response

Stage	Time	Focus	T-S	Teacher Activity	Student Activity
Speed Spelling Relay	15 mins	Engagement + spelling awareness	T - Ss	Divide class into teams. Read spelling words aloud. Monitor and award points. Briefly elicit spelling patterns noticed.	Work in teams to spell words. Reflect on difficult patterns.
Pre-Reading Discussion	10 mins	Activating schema	T - Pairs	Ask discussion questions about community leadership and volunteering. Pre-teach key vocabulary: neighbourhood, volunteers, community centre, grant, facilities, participate	Discuss in pairs and share ideas.
Reading for Gist	10 mins	Skimming skill	T – Ss	Distribute reading. Set quick time limit. Elicit correct headline.	Read quickly and choose best main idea. RESOURCE 3A
Reading for Detail	15 mins	Scanning + comprehension	T - Pairs	Provide comprehension questions. Monitor and conduct feedback.	Answer questions in pairs. Compare answers. RESOURCE 3B

Spelling Pattern Investigation	15 mins	Pattern noticing	T – Ss	<p>Guide students to highlight -tion, -ment, double consonants. Summarise rules on board.:</p> <p>Rules: Make nouns from verb: -ment (the result) -tion (the process)</p> <p>Make adjective from verb: -ible (able to) -able (ex: comfortable)</p> <p>Make nouns from adjectives: - dence (ex: confidence)</p> <p>Double consonants – often appears after a short vowel.</p>	Identify examples in text and discuss patterns. RESOURCE 4
Fix the Mistakes Activity	15 mins	Editing + accuracy	T – Pairs	Provide error paragraph. Monitor pair correction. Review answers.	Work in pairs to correct spelling errors. RESOURCE 5
Short Writing Task	8 mins	Production + spelling application	T – Ss	Set writing prompt with pattern requirements. Monitor.	Write 5–6 sentences using required spelling patterns. RESOURCE 6
Feedback & Reflection	7 mins	Consolidation	T -S	Provide feedback on common errors. Elicit key learning points.	Participate in feedback discussion.

“Speed Spelling Relay” (15 minutes)

High energy but low physical demand.

Step 1 – Team Formation (2 mins)

Divide class into 4 teams.

Step 2 – Rapid-Fire Round (8 mins)

Project 15 words (youth-relevant + tricky spelling):

achievement
successful
environment
experience
competition
decision
community
challenge
confidence
responsible
opportunity
difference
possible
important
education

Rules:

- You say the word.
- Teams write the spelling.
- Hold up boards.
- 1 point per correct word.

Keep tempo quick.

Step 3 – Reflection (5 mins)

Ask:

- Which words were difficult?
- What patterns do you notice?
(Students usually identify -tion, double consonants, silent letters.)

Transition:

“Today we’ll look at how spelling patterns appear in real reading.”

Stage 1 – Pre-Reading (10 mins)

Topic Example:

“Young People Making a Difference in Their Community”

Ask:

- What makes a good community leader?
- Have you ever volunteered?

Board key vocabulary from students.

Pre-teach 5 key words only (don't overload).

Stage 2 – Reading for Gist (10 mins)

Students read article quickly (3–4 minutes).

Task:

Choose best headline:

- A) Teen Wins Prize
- B) Youth Builds Community Garden
- C) Students Travel Overseas

Check answers as class.

Stage 3 – Reading for Detail (15 mins)

Students answer 6 comprehension questions:

1. How old is the main person?
2. Why did they start the project?
3. Who helped them?
4. What challenges did they face?
5. What was the result?
6. What advice did they give?

Pair check → whole class feedback.

Stage 4 – Spelling Focus (15 mins)

Return to article.

Students highlight words ending in:

- -tion
- -ment
- double consonants

Elicit rule patterns:

Suffix	Changes	Meaning
-ment	verb → noun	result
-tion	verb → noun	process
-able/-ible	verb → adjective	able to
-ence	adjective → noun	state
double letter	short vowel before	spelling pattern

Board mini rule summary.

Stage 5 – Spelling Challenge Game (15 mins)

“Fix the Mistakes”

Provide short paragraph with 12 spelling errors.

Example:

The comunity project was a great acheivement. Many studants were involvd in the organizasion. It was a challenge but they were very sucessful...

Students:

- Work in pairs
- Correct errors
- Fastest correct pair wins

Check answers together.

Stage 6 – Short Writing (8 mins)

Prompt:

“Write 5–6 sentences about a time you helped someone or achieved something.”

Must include:

- 2 words ending in -tion
- 1 word with double consonant

Circulate and monitor.

Stage 7 – Feedback & Close (7 mins)

Ask:

- What spelling patterns did we learn?
- What mistakes do you often make?
- What strategy helps you remember spelling?

Collect 2–3 examples and correct anonymously on board.
