**Lesson Plan Template for Content-Based Instruction**

**Teacher’s Name: Katie and Naomi Date: Week of June 21st**

**Grade/Class/Subject: 2nd/ Final Test Review Time Period: All**

**Unit/ Topic: Units 3, 4, 5/ Review Lesson Title: Review**

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| **Content Objectives**: By the end of the lesson, students will (know and do):Students will be able to invite a friend to do an activity together using “Let’s …”Students will be able to give someone they know advice or a suggestion using “You’d better…”Students will be able to talk about and ask questions about experiences using “Have you ever…?” and responding “Yes, I have…” or “No, I have never…”Students will review how to describe the weather outside, and how to prepare for certain type of weather.Students will review how to address someone during a phone call using polite phrasing such as, “May I speak to…”Students will be able to accurately give and receive directions from one point to the next, including how long it may take to get from point A to point B. |

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| **Language Objectives:**  |
| **Function** (in –ing form, eg. “Retelling a story” ) | **Form**(grammatical term and/or example, eg. “Past Tense: ‘The boy went to see his grandfather;’”) |
| 1) Inviting a friend to eat hamburgers with you | Let’s:“Let’s eat hamburgers together!” |
| 2) Responding with suggestion or advice | You’d better:“I am so tired, but I have so much homework to do.”“Well then, you’d better do your homework before going to bed.” |
| 3) Talking about experiences | Have you ever:“Have you ever been to Jeju Island?”“Yes, I have been there. How about you?”“No, I have never been to Jeju Island.” |
| 4) Answering the phone | “Hello. May I speak to James?”“I’m sorry, he’s out. Who is this?”“This is Emily. I’ll call back later.” |
| 5) Talking about the weather | “What’s the weather like today?”“It is cold and snowy.”“I should bring a coat with me.  |
| 6) Giving directions from point A to point B | “Excuse me. How do I get to the post office from here?”“Go straight for two blocks, then turn left. It will be on your right.” |
| 7) Expressing time it takes to travel from one place to the next | “How long does it take to get to Seoul from here?”“By bus, it takes about 45 minutes to get to Seoul.” |
| **Review Vocabulary** (previously taught vocabulary that students likely need review of) | **New Vocabulary**(new vocabulary to be explicitly taught that is critical to an understanding of the content) | **Signal Words**(vocabulary that may need to be taught or emphasized that link concepts in meaningful ways, such as conjunctions and time markers) |
| CampingTentBearSoft drinksTurn Directions (left, right, straight)Weather patterns (raining, snowing, sunny, cloudy) | Shooting StarStormy | TogetherExperienceAdviceSuggestionHow do I get to…?How long…?From hereOutside (weather)By…(bus, subway, foot) |

By the end of the lesson, students will (do X function using Y form with Z vocabulary):

BY the end of the lesson, students will study for their exam using the worksheet and information given to them from the review games and activities

**Special Cross-Cultural Considerations:** *Include here anything relevant to culture that you will either incorporate as part of your lesson or that you need to be attuned to in terms of your students’ background to ensure a lesson that is culturally responsive*.

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| *When asking “Have you ever” questions**HWne asking “Have you ever” questions, experiences should be tailored to more culturall relateable activites and locations . For instance, “Have you ever been to Jeju Island?” will be more applicable to the students than “Have you ever been to Kansas City”*  |

**Materials:** *Include here all the materials that you need, including textbook titles and the page numbers you will refer to.*

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| *Lesson Week of June 21st pptx - file attached**Comic Strip activity- props for acting out dialogue* *Review Worksheet**2nd grade English Textbook: Unit 3 p. 50-51, Unit 4 p.70-72, Unit 5 p. 88-89**Beach Balls* *Beach Ball Blitz game instructions and questions**Printed out weather pictures* |

**Lesson Sequence:** *This may be adjusted as necessary to accommodate unique lesson plan features*. *For each step, explain what the teacher will do, the expectation of what the students will do, and how long the stage should take.*

1. MOTIVATION: *Describe how you will build content background and introduce* ***the specific language functions/forms*** *that you will target.*

TIME: **­­­­­­­­­­­­­­­\_\_\_\_3- 5 minutes\_\_\_\_\_\_\_\_\_\_**

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| The teacher will…(*specifically what the teacher does*) | The students will… (*specifically what the students should do* ***in response to*** *what the teacher does*) |
| * The teacher will have the daily PowerPoint presented on the board
* As the teacher presents the slides, they will ask the students to respond to the questions such as “How are you today” and “What is the weather like”.
* After going through the introduction slides, the teacher will announce that the class will be reviewing the unit material for their test.
* The teacher will encourage the students to ask questions about any of the material that is unclear to them, so as to guide the review to be as effective as possible
 | * The students will respond to the PowerPoint questions, with thoughtful answers, and will engage with the teacher.
* When the teacher announces that the class will be participating in a review session, the students will open their books and have all of their materials ready for the class session.
* Students will be open in the review, and will ask questions if needed
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| Formative Assessment (*How will you gauge whether or not students are connecting to the background the teacher is providing?)*: |

1. PRESENTATION: *Describe the specific* ***techniques*** *you will use to make your presentation of new content and linguistic material comprehensible to students, to provide opportunities for interaction through appropriate questioning, to engage* ***learner strategies****, and to* ***assess*** *whether or not students are “getting it”.*

TIME: **­­­­­­­­­­­­­­­\_\_10-15 minutes\_\_\_\_\_\_\_\_\_\_\_\_**

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| The teacher will…(*specifically what the teacher does*) | The students will… (*specifically what the students should do* ***in response to*** *what the teacher does*) |
| * The teacher will present material from Unit 4 of the text book to the students
* Beginning with talk 1, the teacher will provide an explanation of the phrase “you’d better” and “let’s”, asking the students to respond to the prompts when necessary.
* The teacher will then introduce Talk 2
* When explaining “have you ever..” The teacher will provide examples that are applicable to the lives of the students, allowing them to give their own personal responses of “yes, I have” or “no, I have not”.
* The teacher will give the students examples from the material, and ask them to speak the correct response
* The teacher will then pass out a comic strip worksheet to the students.
* After the comic strip has been passed out, the teacher will then inform the students to listen and watch as the teacher performs the lines on the comic strip, in order to fill in the blanks
* After the teacher has performed the dialogue twice, they will inform the students that a replica of the dialogue can be found in their book, and they can use that to check their answers.
 | * The students will engage with the teacher, as they work through Unit 4 in their textbooks, responding when necessary
* When working through Talk 1, the students will respond thoughtfully to the prompts, and offer their own examples of “advice” in “you’d better” and “let’s” form.
* For Talk 2, the students will listen to the explanation of “Have you ever…”, as well as listen to the teacher examples.
* When being asked questions using the phrase, “have you ever”, the students will respond in a way that relates to the their own personal experiences, rather than listening simply to those around them.
* When given the comic strip worksheet, the students will actively watch and listen to the teachers as they model the dialogue on the worksheet.
* While watching the dialogue example, the students will fill in the blanks on the page, through listening to the teachers speak.
* The students will then compare their answers to the dialogue available in the book.
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| Formative Assessment (*How will you gauge whether or not students are comprehending/using the targeted language forms as presented?)*:The students response to the questions and ability to speak the material when called on by the teacher serves as a formative assessment and comprehension check throughout the lesson.  |

1. PRACTICE/APPLICATION: *Describe the* ***activities*** *you will use to allow for meaningful practice targeting the lesson’s objectives, the* ***learner strategies*** *you will engage, and the* ***formative assessment*** *you will provide to gauge whether or not students’ practice is moving them along closer to the target)*

TIME: **­­­­­­­­­­­­­­­\_\_\_15 minutes\_\_\_\_\_\_\_\_\_\_\_**

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| The teacher will…(*specifically what the teacher does*) | The students will… (*specifically what the students should do* ***in response to*** *what the teacher does*) |
| * After performing the dialogue, the teacher will then ask the students to practice the dialogue in pairs.
* After allowing adequate time for practice, the teacher will ask for student volunteers to come act out the scene from the comic strip.
* The teacher will give the students props to make the scene more enjoyable.
* After the scene has been performed, the teacher will hand out a review worksheet.
* Once each student has received a worksheet, the teacher will instruct the students to work in pairs to complete the worksheet.
* The teacher will be available to answer student questions regarding the material.
* The teacher will give the students an adequate amount of time to complete the worksheet.
* After allowing time to complete the worksheet, the teacher will reveal the answers to the questions, calling on student participation when necessary.
 | * The students will work with their partner to perform the dialogue on the comic strip worksheet.
* Once they are finished practicing, students may volunteer to perform the dialogue with props.
* Students will engage and support their classmates as they perform the comic strip scene.
* The students will then be given the review worksheet to complete.
* While working on the review worksheet, the students will use their textbook as a resource to gather the necessary information
* The students may also raise their hand to ask the teacher for help, as well as ask their partner next to them
* After working for the given amount of time, the students will engage with the teacher as the answers to the questions on the worksheet are revealed.
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| Formative Assessment (*How you will gauge whether or not students’ practice is moving them closer toward achieving the objective in a meaningful way?)*Comic Strip activityTest Review Worksheet |

EXTENSION: *Describe the student-centered* ***activities*** *you will use for students to further apply language skills toward greater mastery of the targeted content and language objectives, either independently or with a group. This should be an opportunity for developing higher-order thinking skills and using language in communicative ways.*

TIME: **­­­­­­­­­­­­­­­\_\_\_\_10 minutes\_\_\_\_\_\_\_\_\_\_**

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| The teacher will…(*specifically what the teacher does*) | The students will… (*specifically what the students should do* ***in response to*** *what the teacher does*) |
| * After reviewing the answers to the worksheet, the teacher will introduce the game “Beach Ball Blitz” to the students
* For the game, the teacher will split the class into two groups, one of the teachers will take one half of the class, and another teacher will take the other half (may be done in a large group as well)
* Each group will have a beach ball
* The teacher will begin the game by explaining that when the ball is tossed, a student must catch it. Once the ball is caught, the student will announce which number their right thumb is closest to on the ball. The teacher will then read the question corresponding with that number
* The ball will be tossed around the circle until each student has had a chance to answer a question, or time runs out.
 | * Students will have all of the questions completed on their review worksheet and be ready for the next activity.
* The students will listen as the teacher explains the Beach Ball Blitz activity
* The students will get into their groups according to the teacher instructions
* When playing the game, the students will catch the ball and answer to the question they are given, using their review worksheet if needed
* Once they have answered the question, the student will toss the ball to someone who has not yet answered a question.
* During the game, the students will be respectful of those around them and may offer assistance in answering the questions
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| Summative Assessment *(Describe the ways in which you plan to determine whether or not students achieved the content and language objectives for the lesson. Be specific in terms of not only what the students will do to demonstrate their knowledge and skills, but how you will evaluate what they produce.)*:Final test- Units 3, 4, &5 |