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C&T 491

Lesson Plan #1 Reflection

Overall, the lesson was fun for the students, and allowed them an outlet for conversational development. However, I felt that the lesson had a very large amount of teacher input, which seemed necessary due to the amount of low-level students in the classes. As I became more comfortable with the lesson throughout the week, it was easier for me to explain the topics efficiently and have more time for activities. Though there are many students that perform at a low speaking level, I had hoped to provide a lesson that would encourage them to practice speaking while still feeling comfortable. When participating in the dialogue exercises, the students appeared to be very engaged in what they were speaking, as well as when they were working on the menu activity. Group activities were the most successful, and the students were actively speaking with their partners as they completed the activity.

This lesson had several objectives. When working on the reading portion of the class, the curricular objective was to strengthen each student’s ability to identify foods through reading their description on a menu. With that in mind, the language objective of that activity was to strengthen their ability to identify the appropriate form pf phrasing in restaurant settings. The incorporation of various restaurant and food types is also meant to expand their cultural knowledge of America. Through including various kinds of restaurants, as well as foods, we hoped to give them a glimpse of the variety available in the United States. When ordering the food, many students were originally confused on selecting their own menu item and working it into the dialogue. However, Naomi and I adjusted the lesson to include several examples and also called on various students to participate, so as to model what needed to be done. Once they were given more models, the students became much more responsive. There were also a few foods, such as chicken noodle soup, that have cultural significance. When explaining those foods, Naomi and I compared it to foods the students would recognize from their own culture. Through this comparison, the students were able to relate the information and better understand its significance.

During the menu activity, our goal was for the students to work with the groups to read and discuss the food descriptions, then decide which food belonged on the menu. We decided on this particular activity, because we wanted to provide them with a format that would be applicable for everyday language practice. This lesson was difficult for some classes, but easier for others. Due to the large range in comprehension levels amongst classes, it was difficult to predict which class would struggle with the lesson. For some classes, the activities would be completed quickly, allowing for extra practice time, but others classes took longer to complete the activities, which would result in less time for review and practice. The students were familiar with food vocabulary, so the first part of the lesson was mainly review. In the second half of the lesson, the students were given phrases to use when ordering food in restaurants, which was new information for them.

When teaching the second grade classes, I have found the most success in teaching them through visual methods. When we showed the Pink Panther movie clip, the students were very responsive and entertained, while also being given a good example of audiolingual communication. When making my next lesson, I think it is important to include visual elements. I have also found success in many competition activities with this group of students. They tend to work well in groups when they are given a specific goal within a fun yet competitive format. I hope to include games within the next lesson.