

## Lesson Plan

|   |  |
|---|--|
| <p><b>Warm-up:</b> Conversation Circle<br/> <b>Time:</b> 15 minutes<br/> <b>Focus points:</b> Build schema for lesson, cross-cultural sharing<br/> <b>Materials:</b> Conversation card: <i>Education</i></p>  | <ul style="list-style-type: none"> <li>• Show the students the Conversation card: <i>Education</i>. Talk about the pictures.</li> <li>• Questions for discussion could include:             <ul style="list-style-type: none"> <li>○ Who goes to school in your country? (Boys? Girls?)</li> <li>○ Is it free?</li> <li>○ How many years do most students go?</li> <li>○ Do you have to go to a school to learn?</li> <li>○ What subjects do you like best?</li> <li>○ Is it easier or harder to learn when you are older? Why?</li> <li>○ Would you like to be a teacher?</li> </ul> </li> <li>• If they are comfortable sharing, ask them to share their personal experience.             <ul style="list-style-type: none"> <li>○ Did they go to school? Why or why not?</li> <li>○ How many students were in a class? , etc.</li> </ul> </li> </ul>  |
| <p><b>Activity:</b> Vocab intro<br/> <b>Time:</b> 15 minutes<br/> <b>Focus points:</b> Imperatives used in a school setting<br/> <b>Materials:</b> none</p>   | <ul style="list-style-type: none"> <li>• Using TPR, teach school setting imperatives: <i>Stand up, sit down, open your book, close your book, listen, repeat, find a partner, raise your hand.</i></li> <li>• Option: After students have some confidence, play “Teacher says” (Simon Says).</li> </ul>  |
| <p><b>Activity:</b> Bingo<br/> <b>Time:</b> 30 – 40 minutes<br/> <b>Focus points:</b> vocabulary, plurals, sentence frames: <i>I have a _____, or, I have some _____.</i><br/> <b>Materials:</b> Backpack with school supplies from vocab list, sentence frames, school supplies cards, bingo cards and markers, prizes</p> | <ul style="list-style-type: none"> <li>• Bring a backpack filled with school supplies (see vocab list).</li> <li>• Take items out of the backpack one at a time. Say and repeat words as a class. Give each student one or two of the items. Repeat until the backpack is empty.</li> <li>• Using the school vocabulary cards, say each item. The student with that item takes that card.<br/>Have students trade items. Repeat as many times as time allows until students are confident with the vocabulary.</li> <li>• Review plurals. Model: one pencil, two pencils, etc. Go around room with each student saying the singular and plural of their word. (<i>Scissors</i> and <i>tape</i> will need further explanation – give these to more advanced students).</li> <li>• Have students trade cards. Say singular and plural one more time.</li> <li>• Make a T-chart on the board. Label one side with ‘a’, and the other side with ‘some’. Introduce sentence frames: <i>I have a _____, or, I have some _____.</i> Students say the sentence that goes with their card, i.e. <i>I have some markers, or I have a pencil,</i> and tape the card to the correct side of the T-chart.</li> <li>• Option: Teach <i>What do you have?</i> More advanced students can be the ‘teacher’, or go around the room with each student asking their neighbor, i.e., “<i>I have some markers. What do you have?</i>”</li> <li>• Bingo – Have students take turns drawing out a word card and saying it (or they can use it in a sentence, as above). After a student collects a ‘BINGO’, have them say all of vocabulary words they covered. Give pencils or other school supplies as prizes for winners.</li> </ul> |

|   |  |
|---|--|
| <p><b>Activity:</b> Listen up!<br/> <b>Time:</b> 15 minutes<br/> <b>Focus Points:</b> Listening for days of the week and times<br/> <b>Materials:</b> Calendar page for beginner students, days of the week cards, written or recorded sentences with days and times, handout with days of the week and times for advanced beginners/intermediate students.</p> | <p>Beginners:</p> <ul style="list-style-type: none"> <li>• Days of the week practice.</li> <li>• Using a calendar page, teach the days of the week. Have students touch and say each day. Do this many times, at first in order, then randomly.</li> <li>• Give students days of the week cards. Model putting them in order and saying the days. Do the same as a group. Finally, give a set to pairs of students to put in order.</li> <li>• Say name of the days and have students point or hold up the correct card.</li> </ul> <p>Advanced beginners/intermediate:</p> <ul style="list-style-type: none"> <li>• Briefly review days of the week, using word cards.</li> <li>• Give students the listening worksheet and a pencil or highlighter</li> <li>• Do first several together.</li> <li>• Repeat each sentence three times.</li> <li>• Students work in pairs to circle or highlight the day and time that they hear in each sentence.</li> <li>• When finished, go back over the sentences to check answers.</li> </ul>                             |
| <p><b>Activity:</b> Nice to meet you!<br/> <b>Time:</b> 15 minutes<br/> <b>Focus Points:</b><br/> <b>Materials:</b> Introductions conversation frame written on the board or overhead</p>   | <ul style="list-style-type: none"> <li>• In this activity students will participate in role plays where they introduce a friend or family member to another person.</li> <li>• Show conversation frame whiteboard or overhead: <ul style="list-style-type: none"> <li>○ <i>A. Hello, _____. This is _____. He/she is my _____.</i></li> <li>○ <i>B. Nice to meet you.</i></li> <li>○ <i>C. Nice to meet you too.</i></li> </ul> </li> <li>• Students will work in groups of three. Each will take a role of either A. The speaker, B. The teacher/other person, or C. The friend/relative.</li> <li>• Students will practice introducing in their group, changing roles each time.</li> <li>• The groups will come to the front, and perform introductions for the class.</li> </ul> <p>Optional conversation frame:</p> <ul style="list-style-type: none"> <li>○ <i>A. Hello,</i></li> <li>○ <i>B. Hi, my name is _____. I am _____'s grandfather/mother, i.e.</i></li> <li>○ <i>A. Nice to meet you.</i></li> <li>○ <i>B. Nice to meet you too.</i></li> </ul> |
| <p><b>Wrap-up:</b> Your story<br/> <b>Time:</b> 10-20 min<br/> <b>Focus Points:</b> Creating a short narrative of students' experiences<br/> <b>Materials:</b></p>  | <ul style="list-style-type: none"> <li>• School story: Write a short story together about what school was like for them when they were young. (If they didn't have the opportunity to go, they could share about that as well – why not, what they did instead, etc). Have students offer suggestions the best they can and write their ideas on the board. Help formulate it into a short paragraph. Read the story several times. Students can copy the story if there is extra time. This story can be used later in lessons on cultural preservation.</li> </ul>   |

**Extension Activities**

- Field trip to a local school or Community College