

Lesson Plan

Teacher Candidate: James Neal

Lesson Title: “That was an exciting journey” Lesson 2 of 5 of Travel Unit

Grade Level and Course: upper secondary (US grades 11-12) ESL IELTS prep

Time Segment of Lesson: 90 mins with a 10 min break

Standard(s) Addressed in Lesson:

WA State ELP standards

9-12.2 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

9-12.8 determine the meaning of words and phrases in oral presentations and literary and informational text.

Overarching Unit Goal(s):

Students will be able to talk about a travel experience they have had.

Students will be able to express their feelings about said travel experience.

Students will be able to give a presentation about a travel destination.

Objective(s) of the Lesson: Students will be able to ...

(Remember SMART - Specific, Measurable, Achievable, Realistic, and Time-bound)

Students will be able to differentiate the meaning of feeling adjectives ending in “ing or ed” and how they describe a person’s feelings or how an event makes a person feel.

EXP: I am bored. It is boring.

Students will be able to identify said feeling adjectives from listening samples and describe the meaning.

Students will learn the following vocabulary all adj

- Terrified/ing
- Exhausted/ing
- Annoyed/ing
- Disappointed/ing
- Depressed/depressing
- Shocked/ing
- Worried/ing
- Confused/ing

Students will be able to construct sentences using the feeling adjectives to describe journeys.

Student Diversity and Differentiation of Instruction

Identify students who will need differentiated instruction for this lesson.

Student Diversity	Differentiation of Instruction
<i>This is an esl class of mixed abilities. Three students are very limited ability.</i>	Low ability students will sit in the front of class to get more assistance from the teacher. Additionally, in group activities the students will be paired with stronger students to provide additional help. <u>During class games, these students might also be given specific sentence patterns to follow in order to participate in the game.</u>
<i>Remaining ESL students</i>	Students are permitted to use a dictionary to help with vocabulary, paper or digital are acceptable. Students may, at any time, ask for clarification from the teacher.
<i>One student with Cerebral Palsy. Difficulty with movement. Speaks with an impediment but otherwise can communicate. Difficulty with writing.</i>	Situate student where it is best for him. Have a <u>student helper assist with course work where he can no complete on his own</u> , IE writing. Provided additional time for oral responses due to speech impediment. When students are put into groups have the other students go to this students area.

Formative and Summative Assessments- include open ended questions that will lead students to think deeply about the content and will also build on prior knowledge.

Formative Assessment	Summative Assessment
<i>Hot seat game: This is a vocabulary review game. One student sits at the front of the class with</i>	<i>There will be an end of unit presentation about a place the students have taken a journey to. This presentation will take place at</i>

<p><i>back towards the board. Teacher writes/projects word on the board. Class needs to describe the word and the student sitting at the front needs to guess it. Teacher should choose simpler words for the lower level students. When it is time for Cerebral palsy student to play have him close his eyes for 10 seconds so the rest of the class can see the word afterwards delete the word and then play as normal.</i></p>	<p><i>lesson 5 of this unit. Material covered in this class with be directly used in the presentation students will need to give.</i></p>
<p>Card game</p> <ul style="list-style-type: none"> • Students in groups get a deck of cards that have a feeling word like (interest) and a place (park) . • Students take a card and then make a sentence using the words on the card for the group. • Group members judge whether sentence follows the grammar rules • Teacher will passively monitor student making notes of common error and creative sentences to perform delayed feedback after the activity. <p><i>Sample at the end of document</i></p>	
<p><i>Cold calling</i> <i>Used to check pronunciation of new vocabulary from the unit.</i></p>	
<p><i>Think pair share</i></p>	
<p><i>Listening questions PPT slide</i></p> <ul style="list-style-type: none"> • <i>Questions students will need to answers in pairs after listening to the audio. Questions are listed below in formative assessment question section.</i> • <i>Students will answer the questions alone then discuss in pairs.</i> 	
<p><i>Book activity page 23 exercise 10</i></p> <ul style="list-style-type: none"> • <i>Fill in the chart with the vocabulary forms and match the definitions</i> 	

<i>Book activity page 23 exercise 11</i> <ul style="list-style-type: none"> Choose the correct form of the feeling word to complete the sentences 	
<i>Exit ticket</i> Write two sentences about place they have visited using one of the new words from class. One using ED and one using ING	

- If there is no summative assessment in this lesson, what/when will the summative assessment be/take place

Questions for formative assessment during and/or after the lesson

- Warm up question after review game (start of class)
 - Ask students "How do you get to school?"
 - "how do you feel about the commute"?
- During listening worksheet
 - How does Muneoz describe his commute to school? (Exhausting)?
 - What word does he use to describe his feeling about moving closer to the school? (excited)
 - What two words does Chosing use to describe their walk on the frozen river (never boring, exhausting)
 - What word does the speaker use to describe the 1000 ft zip line in the third part? (terrifying)
 - Which of the three commutes do you think is the most exhausting/terrifying?
- Grammar explanation
 - What is the difference between when Muneoz describes the commute as exhausting and moving excited?

Big Ideas to be Addressed in the Lesson:

Is it bored or boring?

How do you feel when you travel to places?

Discussion Questions

Write out questions that you would like students to discuss in class, before class or after class because they are interesting, support higher order thinking, and make for a lively and engaging discussion. If discussions must happen outside class, what tool will you use to facilitate the discussion (e.g. Twitter)?

These questions can be discussed after the listening activity during the class

1. What forms of transport would be most exhausting to you and why?
2. How do you feel when you arrive at a new destination after a long journey?
3. What would be a journey you would like to take in the future and why?

21st Century Knowledge and Skills

21st Century Knowledge and Skills	Teaching Strategies
<i>Communication and collaboration</i>	<p>Students will play games together to create sentences using the vocabulary from this class and critique each other's sentences. (card game)</p> <p>Students will also have to communicate definitions of words in a way that their</p>

	classmates can easily understand the words and guess the word. (hot seat game)
<i>critical thinking</i>	Students will think and discuss about the listening. Students will need to think about which would be exhausting for them. Students will also need to think about the difference between the forms of the adjectives
<i>Creativity and technology</i>	These will be targeted in other lessons in this unit.

Teaching Strategies and Related Student Activities (Include Web 2.0 activities and innovative strategies, as appropriate):

Teaching Strategies and Activities: What are the teaching strategies and activities that you plan to use to help students meet the lesson's objectives? What are the steps that you will take to deliver this lesson (e.g., introduce the author, read the poem, ask students to...)? Make this section as detailed as possible. It should allow you to hand it off to a substitute teacher.

- Review previous lessons vocabulary about travel (10 mins)
 - Play hot seat game – I do
 - ◆ After each word cold call student to double check pronunciation – I do
- Introduce topic (10 mins)
 - Display picture on the screen of a student riding a bus to school – I do
 - Say “I take the bus to school. It’s a little boring.” – I do
 - Display on the screen the questions – I do
 - ◆ How do you get to school?
 - ◆ How do you feel about the commute?
 - Students Think Pair Share talking about the two questions – You do (3-5 mins)
 - Call on students to share answers – I do (3 mins)
- Introduce audio clip (20 mins)
 - Tell students they will listen to an recording about three students and their commutes – I do
 - Display on the screen the questions – I do

- ◆ How does Muneoz describe his commute to school? (Exhausting)?
- ◆ What word does he use to describe his feeling about moving closer to the school? (excited)
- ◆ What two words does Chosing use to describe their walk on the frozen river (never boring, exhausting)
- ◆ What word does the speaker use to describe the 1000 ft zip line in the third part? (terrifying)
- ◆ Which of the three commutes do you think is the most exhausting/terrifying?
- Play audio – I do
- Students answer questions independently – you do (5 mins)
- Student discuss answer and compare answers in pairs – you do (5 mins)
- Elicit answers from students – I do
- Display discussion questions on the screen – I do
- What forms of transport would be most exhausting to you and why?
- How do you feel when you arrive at a new destination after a long journey?
- What would be a journey you would like to take in the future and why?
- Students think pair share discussion questions – you do (5 mins)
- Whole class feedback on the discussion questions (5 min) – we do
- BREAK
- Grammar and vocabulary **15 mins**
 - Display two sentences on screen from the audio – I do
 - ◆ “I am excited to live closer to school”
 - ◆ “The walk is never boring”
 - Ask students to identify the feelings used in the sentences – I do
 - Ask how are they different – I do
 - Display on ppt the grammar of ING and ED ending adjectives
 - ◆ ING ending describes an event they gives a feeling
 - ◆ ED ending describe a feeling the subject has
 - Have students give examples of ED and ING adjectives from the listening – we do
 - Have students complete tasks in the book exercises 10 and 11 – you do
 - ◆ Have students check answers with neighbours – you do
 - ◆ Go through answers as a class. Cold call students to share answer – we do
 - ◆ Model and drill pronunciation of words – we do
- Practice making the sentences **20 mins**
 - Introduce the card game – I do

- Demonstrate how the game is played – I do
- Group the students (heterogeneous so strong students can help weaker students) – I do
- Give the groups game cards and have students play the game. – you do
 - ◆ Play game for 10 mins
 - ◆ Teacher monitors and take notes. Don't interfere unless students ask.
 - Note good sentences and errors
- Class wide feedback 10 min
 - ◆ Write on the board sentences you heard both good and bad – I do
 - ◆ Ask students to correct the mistakes they see from on the board – we do
 - ◆ Highlight the good sentences students made – I do
- Exit ticket – remaining time
 - Display exit ticket questions on the screen - I do
 - Have students write their sentences – you do
 - Assign homework
 - ◆ Practice new vocabulary from the class today
 - ◆ Prepare destination students wants to present in final presentation.

Review: Write down ideas on how you will review the topic, including notes on types of formative assessments that you will use during the lesson.

As this lesson is a mix of grammar and vocabulary the hot seat and card game assessment can be repeated in a later class to test whether students have learned the material. In addition to this, quizizz game can be created to assess students understanding of the definitions of the words and the use in sentences in a fun way. This quizizz could be done in class or assigned as homework. Lastly, the summative assessment in this unit will also show if the student has acquired the skills taught in this lesson.

Materials and Resources for Lesson

Materials, Technology, and Websites	Required Preparation
<i>PPT of lesson</i>	Start at the beginning of class
<i>Book audio track 8</i>	Loaded in audio player volume adjusted for room

<i>Card game cards</i>	Cut out and sorted in to separate piles for students to use
<i>Student book</i>	Booked marked on page 23
<i>Computer</i>	Ppt open, word open for taking notes and feed back, audio program open
<i>Projector</i>	on
<i>screen</i>	

References

Where did you get ideas and resources for this lesson plan?

Standards

<https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/elp/wa-elp-standards-k12.pdf>

National Geographic Learning. (2017). *Perspectives 2: Student Book* (1st ed.). Heinle ELT. (Student book)

Hot seat game adapted from <https://www.teflgames.com/hotseat.html>

Sample game cards

Cards will be adjusted based on whole class's ability

Park	Beach	Mountain
Excited/ing	Exhausted/ing	Disappointed/ing
Museum	Building	Commute
Shocked/ing	Annoyed/ing	Terrified/ing