

Lesson Plan

(Thursday, March 10th AA Listening/ Speaking/Pronunciation)

Topic for the Week: Journalism

Objectives:

1. Students will narrate a news story.
2. Students will articulate that predicting will help them understand the lecture better.
3. Students will predict the organization of an audio lecture.

Review:

- Compare and contrast two pictures using comparing and contrasting transitions. **(5 min)**

Overview:

- By the end of the day you will be able to understand and use a new listening strategy: predicting. In addition, we will practice narrating a news story. **(1 min)**

PPP:

- **Present:** Predictions: PowerPoint (what does predict mean?, examples, why is it important to predict?) – **6 min.**
- **Practice:** Bear Video (<https://www.youtube.com/watch?v=at-Iq88aymI&list=PLq2o0jXdXUuUEC3F5k2IWxewVeP8HKAwV&index=12>) 00:06-1:55. – **8 min**
- **Performance/Pre- Listening Activity:** Talk about the lecture. Topic: Journalism. Predict what you will hear about. Look at the title of the lecture: *Telling your story through people*. How do you predict the lecture will be organized? Write down words you predict you'll hear. – **5 min**
- **During Listening Activity:** As you listen, circle the words you hear in the lecture.

(Listening Video: <https://www.youtube.com/watch?v=f2JkpLMdOag> 00:18-3:11) –**5 min**

Discussion: How were your predictions? What was the organization of the lecture? Were your predictions right or wrong? – **5 min**

(Possibly bring up contrasting transitions here)

- **Post- Listening Activity:** Divide class into 4 groups. Each group will get a news story that they will have to discuss together: what is it about, pronunciation of past tense verbs, story details, etc). Assign each member in each group a letter (A, B, C, D). All the As work together, all the Bs work together, etc. They have one minute to narrate the story to the other group members. They each take turns. – **15 min.** (2 minutes for explanation, 6 minutes for group preparation, 2 minutes for moving into new groups, 5 minutes for narrating stories (and transition time)).

Evaluation and summary:

- Students will write down 3 comparing and contrasting transitions learned throughout the week, 2 –ed verbs they learned how to pronounce, 1 reason to predict. – **5 min**

Contingency Activity:

- More examples of predicting what will happen in a story.
- Students share the news stories they listened to for homework.

News stories for Post-Listening Activity:

<http://www.cnn.com/2016/03/09/us/mexico-radioactive-device-recovered/index.html>

<http://www.foxnews.com/politics/2016/03/09/pentagon-flew-drones-over-us-to-aid-first-responders-official-says.html?intcmp=hpbt3>

http://www.upi.com/Health_News/2016/03/09/Half-of-Americans-calories-come-from-ultra-processed-foods/1811457573783/

http://www.upi.com/Top_News/US/2016/03/09/Severe-flooding-in-Louisiana-forces-evacuations-school-closures/4231457538339/?spt=sec&or=tn

http://www.upi.com/Top_News/US/2016/03/09/Severe-flooding-in-Louisiana-forces-evacuations-school-closures/4231457538339/ph5/

<http://www.cnn.com/2016/03/07/travel/sarah-marquis-1000-day-walk/index.html>