

Daily lesson plan

Group: 501/2

Grade level /Program: Grade 5 TESL

Period length: 1 hour

C1: students will use the target vocabulary orally + take oral instruction
 C2: students will discuss the TV in English
 C3: students will show evidence of understanding meaning by categorizing the words written on the board
 Student Teacher: Aishah Cholmondeley

1.	Activity	Teaching techniques Individual / paired / groups - cooperative learning structure?)	Rationale (Your pedagogical reasons / Goals What teaching STEP is this?)	Min.
Intro (Activate prior	<ul style="list-style-type: none"> Break it down into point form 'steps' for students Write the instructions you will give students <p>Intro activity: Matching See smartboard matching activity. Students will be asked to come up to the SmartBoard and drag words to matching pictures. After each successful batch of words, the students will repeat after me while I point at the images.</p>	Teacher-led discussion/cooperative learning <i>All went well here!</i>	Activating prior knowledge/review of previous class Students will make a (re)connection between the words and their meanings, and do so verbally (C1.)	MAX 10 minutes, aim for 5 FINISH AT 2:15
Development (activities. of 5-20 minutes)	<p>Game: Bingo!</p> <p>Students will be given Bingo cards and must be sitting quietly with them as I pass out chits. I will sit at the front of the room, and I will call out the cards. Students will play as many times as they can, and when someone calls "BINGO!" they will say "I have..." and list the row/column so I can check. <i>they're not really used to not great for intro. Using full sentences</i> Students will understandably be excited, and can discuss the game as long as they use English. For example, "I win!", "I lose!", and "I have [...] left." I will mention this vocabulary as it inevitably comes up. <i>they have to be quiet at the beginning of every game,</i></p> <p>Worksheet introduction: Categorization</p> <p>I will hand out the worksheet with the categories. Students will be asked to write their name and class. I will ask students if they know what "beverages" are (chances are, they will figure it out.) I will quickly explain. Will do the same with desserts. Students will be told that it is hardest to understand the difference between appetizers and the main course. → Ask students if they know the difference. → If so, good, if not, explain—a main course is a full meal, an appetizer is a small amount of food you can eat before a meal. I will be doing an example with the class (pull up last smartboard doc and ask students to vote on the category they think each food should be in by raising their hands) <i>takes too long → just explain + let them work; they don't really need it</i> Students are then asked to follow the instructions and use their bingo card and/or a partner to complete the worksheet. <i>word bank + pic dictionary</i> → Note: the other category is if you don't think a word fits, or if you're unsure. <i>two categories is better, omitted from ver. 2</i></p> <p>Worksheet</p> <p>Students have about 10 minutes to complete the worksheet. I will circulate and answer questions at this time. Students who are done sorting foods (likely those advanced in English) can add others to the lists. <i>can add OR do wordsearch</i> Towards the end, I will write the lists on the board so students can add to them.</p>	<p>Teacher-led game set-up: 1. explain rules of game + functional language 2. hand out cards and bags of tokens 3. we only have 20 minutes END: they stack cards, pack tokens & take them and give worksheet</p> <p>Teacher-led, explanation</p>	Activity is fun and requires understanding of the vocabulary words <i>Do NOT TOUCH TOKENS</i> Gives students some freedom to have fun and express themselves, but while using English. (C1)	20-25 minutes FINISH AT 2:35 AT LATEST
Closure: Goal?	<p>Taking up worksheet:</p> <p>Must go quickly—students need to go upstairs. I will ask students to come up and write down the food that they wrote into the appropriate category. We will then go through the responses and ensure we agree with them (show of hands.)</p>	<p>Teacher-directed <i>MAKE SURE STUDENTS ARE FOCUSED!!</i></p>	Closure Checking for understanding of the food items and knowledge of the words	5-10 minutes FINISH AT 2:58 LATEST