

# Daily lesson plan

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

Student Teacher: Aishah Cholmondeley

Group: 501/2

Grade level /Program: Grade 5 TESL

Period length: 1 hour

oops, i have no prizes! winner get to call the foods instead

Development (activities, of 5-20 minutes)

Closure: Goal?

bo e time-consuming

1.	Activity	Teaching techniques Individual / paired / groups – cooperative learning structure?	Rationale (Your pedagogical reasons / Goals What teaching STEP is this?)	Min.
Intro (Activate prior)	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.	Teacher-led discussion/cooperative learning  All went well here!	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
	Game: Bingo!  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 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>	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	Activity is fun and requires understanding of the vocabulary words  Gives students some freedom to have fun and express themselves, but while using English. (C1)	20-25 minutes  FINISH AT 2:35 AT LATEST
	Worksheet introduction: Categorization  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 dictnry</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 vers. 2</i>	Teacher-led, explanation	Modelling: I will explain and do examples with the class so it will be easier for students to do themselves.	5-10 minutes  FINISH 2:40 AT THE LATEST
	Worksheet  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.	Individual work or pair work  → C1: students will verbally justify their choices in English	This is evidence that students have done C2.	10 minutes  2:50 FINISH
Closure: Goal?	Taking up worksheet:  Must go quickly— students need to go upstairs. <i>MAKE SURE STUDENTS ARE FOCUSED!!</i> 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.)	Teacher-directed	Closure  Checking for understanding of the food items and knowledge of the words	5-10 minutes  FINISH AT 2:58 LATEST

if early finish → wordsearches