

Lesson Plan—June 4, 2013

Theme: Guest Speaker from Eugene Police Department

Goal: Prepare students for an upcoming speaker from a police officer from the Eugene Police Department

Objectives:

Students will be able to....

1. Ask questions using the conditional forms
2. Ask questions using modal verbs

Stage/Aim/Skill/Microskill	Activity/Procedure	Interaction	Time
<p>Warm-up Linking & Transitioning</p>	<p><i>What if?</i> T will post a picture and ask elicit S answers using the prompt, What if? This is to review with Ss the modals they have learned.</p> <p><i>This will include sorting modal verbs from least to most certain.</i></p> <p><i>Match the picture of bikes locked up to words (certainty that bikes will be stolen)</i></p>	<p>T-SS SS-T</p> <p>S-S T-S</p>	5:00
<p>Activity 1 Stages: Pre, During, Post; Transition to Activity 2</p>	<p>Pre-listening—(Review very briefly—this was done in previous lesson to prepare for this listening)</p> <p>Listening-- Crime prevention in Eugene—Students will watch a short clip on you tube. They will watch again and fill in the blank the missing modal verbs.</p> <p>Post-Listening—Ss will answer questions and discuss the video clip in small groups.</p> <p>Ss will then replace the modal verbs in the video with another modal verb. Ss will discuss their choices.</p>	<p>T-SS</p> <p>SS-SS</p> <p>S SS-SS</p>	<p>2:00</p> <p>5:00</p> <p>5:00</p> <p>5:00</p>

<p>Activity 2 <i>Stages: Pre, During, Post;</i> <i>Transition to Activity 3</i></p>	<p>T will introduce questions using imag. past cond. Ss will try to explain what form is used to make those questions. Could the teenager have avoided telling her parents if she had stolen a friend's identity?</p> <p>Ss will use pictures of crimes (vocabulary words) to form possible questions. Students will pair, share, and respond to questions.</p> <p>e.g. Would you have reported the arson if you had discovered someone started a fire in an empty building? After Ss have practice with first set of vocabulary (crime), they will practice with newer vocabulary (public safety)</p> <p>Comparisons: Ss will be asked to compare what they know about crime in Eugene and the US to their countries/culture. They will be asked to compare police and public safety norms too. Ss will be encouraged to make conditional questions to learn about other cultures.</p>	<p>T-SS</p> <p>SS-SS</p>	<p>5:00</p> <p>15:00</p>
<p>Activity 3 <i>Stages: Pre, During, Post</i> <i>Transition to Activity 4 or to</i> <i>Wrap up</i></p>	<p>Question formation HO T will introduce HO to Ss. It looks overwhelming, but a lot is review. Ss will begin to work on answers in class. T will circulate to provide feedback. Ss will complete rest of HO for HW, and they will record their answers as a voice recording.</p>	<p>T-SS</p> <p>SS-SS</p>	<p>5:00</p>
<p>Wrap-up <i>Lesson Evaluation</i> <i>Procedures</i></p>	<p>Exit ticket: Names 2 reasons we use the past (unreal) conditional</p>	<p>T-SS</p>	<p>5:00</p>

Materials: YouTube Video, PowerPoint, index cards, handouts for homework, chalk, listening activity worksheet

Anticipated Problems:

Problems could include: technology failing, students talking too much, students not talking enough, students are unprepared. Students could not understand instructions.

Contingency Plans (what you will do if you finish early, etc.):

Students will review vocabulary by categorizing it and play vocabulary game (memory).

Assessment:

Students will be assessed informally based on their contributions to group and class discussions. Students will be assessed during their warm-up; teacher will circulate to double check answers. Students will be assessed when they are asked to respond to the worksheet based on the listening activity.

Post-Lesson Reflections:

How was the pacing of the lesson? Does the lesson appear to be coherent? Were students able to start work independently after little instruction? Do students seem engaged while viewing the you tube clip? Do they appear to be looking for more information outside of class?