

**Lesson Plan October 21, 2010**

**Theme: Time and Its Control**

**Goal: Students will be able to observe and demonstrate through speaking and writing how Americans perceive time.**

**Objectives:**

Students will be able to...

1. Identify student errors with various grammatical tenses.
2. Use critical thinking to discuss philosophical aspects of *Groundhog Day* and time.
3. Write a rough draft of a complaint email.

<b>Stage/Aim/Skill/Microskill</b>	<b>Activity/Procedure</b>	<b>Interaction</b>	<b>Time</b>
<b>Warm-up</b> <i>Linking &amp; Transitioning</i>	Describe a movie scene without using 5 keys words to talk about it	SS-SS	5:00
<b>Activity 1</b> <i>Stages: Pre, During, Post; Transition to Activity 2</i>	Grammar Activity--Find the person who has the other part of your sentence. Clarify tense questions Find errors in Ss writing re: tense Have students correct errors in pairs.	SS-SS  SS-T	30:00
<b>Activity 2</b> <i>Stages: Pre, During, Post; Transition to Activity 3</i>	Reading Reciprocal Teaching, Generate Questions, Summarize, Clarify, Predict Elicit students to find examples from <i>Groundhog Day</i> .	SS-SS	35:00
<b>Activity 3</b> <i>Stages: Pre, During, Post Transition to Activity 4 or to Wrap up</i>	Collaborative Writing Watch clip that shows Phil being a terrible person. Ss collaborate to write a complaint against him.	T-SS  SS-SS	40:00

<p><b><i>Wrap-up</i></b>  <i>Lesson Evaluation</i>  <i>Procedures</i></p>	<p>Announcements/Homework  Weekly Feedback</p>	<p>T-SS</p>	<p>10:00</p>
---	--	-------------	--------------

Materials:

Discussion cards/pictures, sentence parts, grammar error worksheet, Values Americans Live By reading, complaint email worksheet, You Tube clip of Phil, computer, projector, chalk

Anticipated Problems:

Students will want to talk too much during class discussions and T will have to restructure how turn taking is happening.

Technology fails.

Students focus on grammar points other than tense.

Students will view in class writing as a waste of time.

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

Listening piece from NPR about “Sweet Fridays”

Assessment:

Teachers will informally monitor class discussions. Teacher will see how students perform on activity where they find their grammar pair.

Writing--Students will write a short email stating a complaint.

Post-Lesson Reflections:

Were students able to identify errors and correct them based on their prior knowledge? Did student comprehend the text and have something to contribute. Were they able to draw from the movie to find examples? Could they relate this reading to their personal experiences? Were students activity participating to small group discussions? Did students get to work on writing their complaint email immediately following the lesson on how to write one? Were students engaged in the writing task?