**Lesson Plan**

**ETAP 634**

**FALL 2012**

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| Name: Irina Ormond | Module 4 |
| **Lesson Plan Title** | |
| World's Amazing Places | |
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| **Goals** | |
| Students will learn how to listen, speak and write about famous sights of the world and they will also learn how to state reasons for traveling. | |
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| **Objectives** | |
| Upon completion of the lesson students will be able to:   * identify the gist and specific information in audio podcast; * distinguish similarities and differences between two cities discussed in the dialogue; * report their findings of similarity and difference while using transitional structures; * demonstrate comprehension of the audio material through interactive games; * identify attractions or special places of interest in their countries of origin or any other country of their choosing; * state reasons for traveling in oral and written forms. | |
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| **Discipline and Topic** | |
| This lesson will supplement a semantic unit on studying world Geography. In this unit key words are represented by geographical terms and vocabulary that is widely used in the subject of Social Studies. The unit is following current guidelines of educational authorities that oblige ESL educators to teach vocabulary, skills and strategies necessary for successful study in other academic disciplines. This lesson will help students to answer the major question of the unit “Why do we need to learn about other places?” | |
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| **Target Population** | |
| This lesson will be presented to 8 ESOL students in the fifth grade who are considered advanced and they will receive 4 hours of support a week. | |
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| **Curriculum Alignment** | |
| This lesson fits into the curriculum of the school, because students in the fifth grade start to learn major geographical concepts in the course of Japanese Social Studies.  This lesson satisfies the NYS Standard number 1 for ELL/LEP.  Standard 1: Students will listen, speak, read and write in English for information and understanding.  **1.1** Identify and use reading and listening strategies to make text comprehensible and meaningful.  **1.2** Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.  **1.3** Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects.  **1.4** Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience.  **1.5** Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information. | |
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| **Lesson Description** | |
| This lesson will be one 45 minute period long and will break down as such:  **Pre-Activity (5 minutes):**  Teacher will show a suitcase, airline tickets, a passport, the pictures of Big Ben Tower Bridge, Christ the Redeemer statue in Rio De Janeiro and Copacabana Beach to the class and ask them to identify which cities are known for these sites. Students will fins those places on the map. Students also must guess the word that is related to these items. After student guess it, the teacher writes ”travel” on the board. The teacher will ask students to answer the question: ”*What was your most unforgettable trip and why?”.* Teacher announces that students will discuss the topic of travelling to other countries and reasons that stand behind foreign travels.  During (20 minutes)  The teacher will play the following link  http://www.podfeed.net/episode/Level+1.89+Lets+go+to+Rio/3626803  Students will listen for the first time for the gist of the message conveyed in the conversation. After the first round they will be asked to report what the conversation is about. Teacher may ask the following questions to see how well students understood the main idea:  *What is being discussed in the conversation?*  *Where are London and Rio located?*  *What is the major reason why these people compare Rio to London?*  *When will next summer Olympics and World Cup Championship be held?*  *According to the interlocutors which city is much more exciting?*  The teacher also can explain the meaning of certain cultural phenomena mentioned in the text like Samba, Bossa Nova, Rio Carnival, Notting Hill Carnival.  After that the teacher will ask the students to listen to the podcast for the second time. This time students will be asked to listen for the particular information, specifically, they will have to make notes in their Venn’s diagrams, indicating similarities and differences between two cities.  After listening to the podcast two times students will work in groups of two and write a short report on similarities and differences between London and Rio while using transitional structures for similarity and difference. Examples will be provided on the board:  as …as *As many people live in Mexico City as in New York.*  Like *Like the USA, Spain attracts millions of tourists every year .*  similar *Similar to Americans, Germans spend a lot of money on tourism.*  unlike *Unlike China, Russia is not known for consumer goods production.*  whereas *Italy is known for its olive oil, whereas France is known for its wine.*  in contrast *In contrast to severe winter, Siberian summer is, surprisingly, hot.*  For checking comprehension and reviewing structure “to be known for” students will play a game similar to jeopardy where two teams will compete. They will have an option to choose questions depending on the degree of difficulty (1 is the easiest question, 4 is the hardest question), and taking turns, they will answer these questions. The team, who gets the most points by answering questions correctly, will win the game. ( See the questions attached)  **Post-Activity (20 min)**  The teacher explains that each country or city is known for something, for example: *New York is known for its skyscrapers, Los Angeles is known for Hollywood.* Usually countries are known for their sights, famous people, special events or products. Students are asked to think about places, people and products pertaining to their respective country and what their country is known for and exchange this information with other students in the group using the structure \_\_\_\_\_\_\_ *is known for* \_\_\_\_\_\_\_\_\_\_. They can use the map to show they peers where they came from.  The teacher distributes the worksheets “*Reasons to Do Something*”. Students will read the dialogue and think about three reasons why tourists should visit the country/city of their origin or any other country/city of their choosing.  Following the model of the dialogue in their worksheets “*Reasons to Do Something*” students will work in groups of two and create similar dialogue stating three reasons why they should visit their country of origin or any other country of their choosing.   |  | | --- | | **Chunque Summary:**  **Learners**: 5th grade ESL students on the advanced level of proficiency  **Topic**: Amazing Places  **Situation**:   1. Listening to a comparison of two places in different parts of the world; 2. Stating reasons for traveling.   **Function(s)**: recognizing differences and similarities and identifying reasons for doing something  **Structure(s)**: transitional phrases of similarity and difference:  as …as  like  similarly  unlike  whereas  in contrast  Present Passive voice as in the phrase *to be located and to be known, to be held*  Comparative Degree of Adjectives as in thephrase *much more exciting* |   **Lexis**: *southern, northern, hemisphere, population, country, temperature, Olympics, World Cup, gorgeous, exciting, famous tourism, tourist*, landmark, sight, names of the specific sites and cultural terms like *Copacabana, Christ the Redeemer, Sugar Leave Mountain, Samba, Bosanova, Big Ben Tower Bridge, to be located, to be held.*  **Idioms:**  *iconic images -* pictures or visual representations of famous people, places or things that are easily recognizable;  After I visited New York City one can’t forget the iconic image of the Empire State Building.  *go sightseeing* – to view areas of attraction;  Usually tourists go sightseeing on the first or second day of their trips.  **Skills foci**:  Listening for gist and specific information;  Using observable properties in discovering similarities and differences between objects and phenomena.  Identifying relationships among objects and phenomena observed through comparison.  Reasoning skills for justifying decisions.  **Cultural notables:**  Awareness of cultural values of other countries;  Understanding cultural and population differences;  Realization that people who come from different countries brought their cultural traditions with them that should be acknowledged and respected. | |
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| **Supplemental Materials/Links** | |
| 1. Podcast “let’s Go to Rio” <http://www.podfeed.net/episode/Level+1.89+Lets+go+to+Rio/3626803> 2. Worksheet with Venn’s diagram; 3. Cards with comprehension questions; 4. Worksheet ” Reasons to Do Something”; 5. World map; 6. Actual objects or pictures of a suitcase, airplane ticket, a passport and pictures of the different sites in Rio and London. | |
| **Assessment of Students** | |
| There are multiple ways to assess students’ progress in this lesson. They are:  1. Formative Assessment: Asking comprehension questions in the game (When the teacher poses questions, can the student answer them with little or no hesitation?)  2. Summative Assessment: the degree of correct usage on transitional structures while summarizing Venn’s diagram activity in complete sentences in the oral form.  3. Summative Assessment: Worksheet activity where students write a short paragraph stating three reasons for visiting a country. (See Rubric for grading)  4. Summative assessment: dialogue between students (See Rubric for grading) | |
| **Evaluation of Lesson** | |
| The lesson will be a success if:  75% of the students can point out major similarities and differences between two cities;  75% of the students can use the targeted structures and vocabulary in stating the reasons for visiting a country. | |
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| **Rationale for using the medium** | |
| Rationale for using the medium  The rationale for using audio in the language classroom is excellently described by Carla Meskill in Teaching and Learning in Real time: Media, Technologies and Language Acquisition (2009) “*Listening has been recast as an activity central to the second language acquisition process (Dunkel, 1991;Krashen, 1985; Rost, 1993) and a skill integral to overall communicative competence (Brown, 1994; Savignon, 1991)*” (p.80). In other words, in order to learn the language it is imperative to hear authentically produced speech in the target language.  That is why teachers all over the world increasingly using modern media technology to provide their students with opportunities to listen to authentic dialogues and learn from them.  I chose this particular podcast because the information and structures presented there pertain to the subject of study of the particular semantic unit in the school curriculum. While listening to the authentic dialogue students are able to notice how previously studied concepts and words are used by native speakers in a casual conversation.  They also can use the main message of the conversation to answer the major question of the unit: “The extraction of information that is necessary to complete a larger task, the sharing and presentation of that information, and collaborative processes around fitting that information into a larger picture to solve a problem constitute powerful acquisition-oriented process”. (Meskill, 2009, p. 85) Another reason for choosing this podcast was the possibility to practice the technique of comparing and contrasting two different things relying on the words of the speakers and then to summarize findings while applying targeted structures. I believe, this type of exercise will help students to use similar techniques in other subjects and teach them how to articulate selected information in grammatically correct complete sentence. A third reason of selecting this medium was cultural references that were made in the dialogue. Very often audio podcasts are used as a source of information. This particular podcast contains a lot of information that might be new for my students, expanding their vision of the world and allowing them to imagine places where they have never been.  . | |
| **Low Tech Modifications** | |
| If I didn’t have a computer and I could download this podcast on CD and play it via a CD /DVD player that runs on batteries or on an I-pod. If these media are also unavailable the dialogue could be transcribed and printed in the form of handouts. Unfortunately, in this case the benefit of listening to the authentic native speech will be lost. However, the lessons objective can still be met, though in this case audio skills will not play the central role in comprehension of the material. | |

**Questions for Comprehension Game**

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| What is Rio known for?  1 point | What is London known for?  1 point | Is London a capital of United Kingdom?  1 point |
| In which hemisphere is London located?  2 points | In which hemisphere is Rio located?  2 points | Is Rio de Janeiro capital of Brazil?  2 points |
| Is summer temperature in London similar to winter temperature in Brazil?  3 points | Is winter temperature in London similar to summer temperature in Brazil?  3 points | What is the average temperature in London’s summer and Rio’s winter?  3 points |
| When will Rio Olympics be held?  4 points | When will Rio World Cup be held?  4 points | Where were 2012 summer Olympics held?  4 points |
| Bonus question with extended response: According to the interlocutors in the podcast, which city is much more exciting and why?  5 points |  | |

Worksheet 1

Reasons to Do Something . . .

*Read the following dialogue*:

**Jim:** Hello,

**Andy:** Hey what’s up?

**Jim:** Not much. I’m in the office right now but I am thinking about my next trip.

**Andy:** Cool. Where would like to go?

**Jim:** Not sure yet, but I was thinking about China.

**Andy:** Why China of all places?

**Jim:** There are many reasons to visit it. One reason to go there is to see its biggest sight, the Great Wall of China. Another reason is to see Beijing and other modern Chinese cities. I heard it is incredible country with the booming economy. More rice is grown, more textiles and steel are produced and more people live in China than in any other country of the world. The third reason is that Chinese people are known for their hard work and inventiveness. I really would like to know them better!

**Andy:** Sounds interesting, but what about Costa Rica?

**Jim:** Why Costa Rica? What’s there?

**Andy:** I would like to go there. One reason to go there is to enjoy its beautiful beaches. Another reason is to go hiking in its rainforests. A third reasons that the average temperature is 72 degrees Fahrenheit. It is a country with a perfect weather all year round!

**Jim:** I’ll think about later. I’ll keep you posted.

Pay attention to the following patterns:

One reason is to ( do something)

Another reason to (do something) is to (do something).

A third reason to (do something) is that (sentence).

Write two a paragraph explaining three reasons to travel to another country

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**Grading Rubric for Oral and Written Assignments in the Lesson “Amazing Places”**

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| Transitional structures | 3 points  A variety of thoughtful transitions are used. They clearly show how ideas are connected. | 2 points  Transitions show how ideas are connected, but there is little variety | 1 point  Some transitions work well, but some connections between ideas are fuzzy. | 0 points  The transitions between ideas are unclear OR nonexistent. |
| Organization of the dialogue | 3 points  All sentences are well-constructed with varied structure and concrete examples. | 2 points  Most sentences are well-constructed and there is some varied sentence structure in the dialogue. | 1 point  Most sentences are well constructed, but there is no variation in the structure. | 0 points  Most  sentences are not well-constructed or varied. |
| Writing a paragraph | 3 points  Includes 3 or more reasons (specific sights, people, events, products and their explanation) that support the position statement. All sentences are grammatically correct with proper spelling and punctuation. | 2 points  Includes 2 reasons (specific sights, people, events, products and their explanation) that support the position statement. The majority of sentences are grammatically correct with proper spelling and punctuation. | 1point  Includes 1 reason (specific sights, people, events, products and their explanation) that support the position statement.  Grammar mistakes hinder understanding of the thoughts expressed in the sentences. | 0 points  Includes no reasons to support the position statement.  The majority of sentences are grammatically incorrect with poor spelling and punctuation. |

Maximum points: 9

Total points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_