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LESSON PLAN FORMAT FOR OBSERVATION

LESSON NUMBER: 2

DATE OF LESSON: MAY 7, 2013

TEACHING STRATEGY FOCUS:
Adequate Variety; Accountability

NARRATIVE:

This group of low-intermediate students is comprised of 14 Dominican, 6 Chinese, 2 Bangladeshi, 2 Albanian, 1 Moroccan, and 1 Yemeni - a total of 26 students.

RATIONALE:

Ss have been practicing note-taking (and some summarizing) of chapters from a novel they are currently reading. As a next step, the Ss will take notes based on a *Mr. Bean* video which is rich in action, but has no audio; Ss, therefore, must pay careful attention to 'all things visual' in the video, relying on the sequential actions of the characters within the storyline.

GOAL:

Ss will expand on note-taking skills through the viewing of a *silent* video, followed by various activities including summarizing.

OBJECTIVES:

Ss will review note-taking skills via note-taking basics.

Ss will refresh note-taking skills via note-taking activity based on a short text and *Wh* questions.

Ss will understand distinction between note-taking based on textual material vs. note-taking based on video material.

Ss will successfully transfer notes to summary form.

MATERIALS

- Video: *Mr. Bean Makes a Sandwich* <https://www.youtube.com/watch?v=bS1ePEZZCDY>
- 26 hand-outs of Sequence Chart (Graphic Organizer)
- 26 hand-outs of short text on history of sandwich
- 26 hand-outs of Agree/Disagree activity
- Hand-outs of sandwich visuals (1 per group)
- Large size chart paper (def of sandwich)

PROCEDURE (step by step listing of activities)

I. Introduction of Sandwich: Motivating and engaging Ss by accessing prior knowledge. ☺

- What is a sandwich? (Ss have sandwich visuals)
- What kind of ingredients do you like?
- What kind of bread?

II. Review Note-taking skills

- How did you take simple notes while you read most recent book? (Key wds/phrases)
- Can you take simple notes using Wh questions? What are they? (List on board)

III. Practice:

- Read short text about the history of the Sandwich
- Circle key words and phrases (what does *key* mean?)

IV. Application (practice opportunity in a new set of circumstances)

- Watch *Mr. Bean* video
- Use Sequenced Graphic Organizer to take notes
- Groups do Agree/Disagree activity

V. Closure (allows Ss to show/explain what they learned; evaluates S learning)

- Groups do short summary of Mr. Bean based on Graphic Organizer activity (3-5 sentences)
- 1 member from each group write summary on B-board
- What did we do today?

LESSON ASSESSMENT (comment on your thoughts for pre-lesson, formative and summative assessment; develop teacher reflection questions to guide future teaching, e.g., “*How can I improve this lesson?*” “*What would I change in the activity?*”)

- Do I have adequate time for each activity? Do I have too many activities? If so, which would I cut out?
- Perhaps, an activity that necessarily needs to cut out - due to time constraints - can be used as homework and pursued/developed the following day.
- I think I have structured this LP so that there is enough differentiation for less proficient Ss. They are supported in both group and pair-work activities and not called upon unless they raise their hands; additionally, the only Ss who write answers on board (in this LP) are those who volunteer.

EXTENSION (extra work/home work)

Ss create their favorite sandwich (or anything like a sandwich found in *their own culture*.)

- List the ingredients
- Ss writes short summary of how she/he makes this “sandwich-like” food.

EXTENSION – Future Ongoing ☺

Ss create their own cookbooks by assembling a group of their family’s favorite recipes. They could add pictures of the food (as finished product), pictures of working in the kitchen on recipe, and pictures of friends/family enjoying the food at the table. GREAT for sharing foods and customs cross-culturally!