

2<sup>ND</sup> CLASS

\*\*\*\*\* LESSON PLAN \*\*\*\*\*

MA Program in TESOL – Community Outreach Program in English (EDESL – TESOL Fieldwork)

Date of Lesson: 9/22/12

Level 7

Room 208

Name Kelly Taylor

<b><u>PURPOSE OF EACH TASK</u></b> <b>Ss will be able to:</b>	<b><u>LANGUAGE</u></b> <b>(Contextualized models)</b>	<b><u>PRESENTATION</u></b> <b>Group dynamics, time allocations</b>
Socialize/mingle to become better acquainted	Icebreaker: <i>Find Someone</i> worksheet	T models/Class circulates asking Q's of each other to find out their commonalities/differences 10 min
Notice errors and work on corrections	<i>Interview Correction</i> worksheet: s-v agreement; tense; spelling, etc.	Ss work individually on own sheet/Ss work in pairs/exchange sheets for partner feedback 25 min
Discuss/share photos of personal relevance	Photos of family, friends, pets, hobbies, flag, etc.	T models/Ss work in pairs/exchange photos with each other/write description of partner's picture/pairs take turns (verbally) presenting written descriptions to whole class 30 min
Discuss importance of survival skills	Survival info/skills needed in NYC: groceries/subway/doctor/schools/jobs/etc.	Whole class brainstorms/discusses importance and relevance of survival skills/Ss work in pairs to come up with casual role plays 25-30 min
Engage in Total Physical Response (TPR) for listening, speaking, and kinetic connections	TPR: <i>Put right hand in air, put it down; left hand in air, put it down; both hands; both feet; etc. Jump; turn; clap; count; run; etc.</i>	T models/T leads whole class in verbal/physical commands and movements/S leader may emerge to lead class (if so, T would blend with class) 15 min
Read fictional text about topic of NYC subway	<i>Take the Subway</i> by by Kemala Karmen New York: CUNY OAA, 2001	Whole class reads first 4 pages silently/Ss in pairs take turns reading successive pages
Journal writing		5-8 min