SIOP Long Lesson Plan

STANDARDS:

1. TESOL Proficiency Standard 5 **Listening & Speaking** (Advanced/Bridging): students can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts. They are poised to function in an environment with native speaking peers with minimal language support or guidance.

2. TESOL Proficiency Standard 5 **Reading & Writing** (Advanced/Bridging): Students have a good command of technical and academic vocabulary as well of idiomatic expressions and colloquialisms. They can produce clear, smoothly flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur.

THEME: Welcome to Class

LESSON TOPIC: Getting to Know One Another

CONTENT OBJECTIVES: *SWBAT:*

1. spontaneously express themselves about personal topics during classroom conversational activities
2. spontaneously express themselves about academic topics during classroom conversational and written activities

LANGUAGE OBJECTIVES: *SWBAT:*

1. Reading: read aloud to the class during fortune cookie activity
2. Speaking: express and share personal information with classmates during interview activity
3. Writing: write a paragraph about academic goals during the WTL
4. Listening: listen to a prompt and express agreement/disagreement with it

LEARNING STRATEGIES: discussion, interviews, modeling, physical movement, word wall, write-to-learn (WTL)

KEY VOCABULARY: *achieve, fortune, nickname, exotic,* possibly words from fortune cookies—words as they come up during the interview conversation will be put on Word Wall

MATERIALS: index cards & markers (nametags), fortune cookies, overhead projector, interview questions/Handout 1 (see Appendix A), AGREE-DISAGREE signs

_____

(5 MINS.) MOTIVATION (building background):

Write agenda with lesson objectives on the board ahead of time.

Introduce name, educational background. Briefly go over the lesson agenda.

Pass out index cards and markers to create nametags.

(10 MINS.) PRESENTATION (language and content objectives, comprehensible input, strategies, interaction, feedback):

(3 mins.) Introduce the Fortune Cookie Activity. Explain: *Later we will talk seriously about the things we want to achieve academically in this class, but first we will have some fun with fortune cookie predictions. This is to create a comfortable classroom environment where we feel confident practicing speaking out loud.*

Pass cookies around. Model the first introduction:

Hi, my name is_____. I am from _____. I will _____(read fortune)_____ *in this class.*

(7 mins.) Have each student make their introduction, saying their name, where they are from, and what their fortune says will happen in this class. Make sure each student has an opportunity to speak aloud.

(17 MINS.) PRACTICE AND APPLICATION (meaningful activities, interaction, strategies, practice & application, feedback):

(2 mins.) Once a friendly classroom environment is established, introduce the Interview Activity. Explain: *This is another way of getting to know each other. I want us to practice conversational English. I'm going to give you some interesting questions that you can ask someone you don't know.*

Go over *nickname, exotic* vocabulary words, writing them on the Word Wall with brief definitions.

If some of the questions are confusing, please ask me. If you find any more words you would like to add to the Word Wall, also let me know.

(5 mins.) Give Handout 1 (Appendix A) with interview questions. Count off students by 1-2 to work in pairs to complete activity. **Adaptation:** If students are more advanced, pair each NNS

with a native speaker classmate so that they can practice listening and responding at a faster pace

Now that you know some new things about your partner, I want to change to something less social and more academic.

(5 mins.) Give WTL. Have students write down their answer at the bottom of Handout 1 (see Appendix A). Use complete sentences. WTL:

Please write a paragraph which answers the following questions:

Adaptation: If students are less advanced, have them make a list in complete sentences

- What academic goals do you have for yourself?
- What is your plan to achieve these goals?

(5 mins.) Have a whole class discussion about academic goals: *Does anyone share similar goals? How do you plan to help yourself improve? How can we (your teachers) help you with this?* Make a list on the board.

Examples:

- continue building friendship with your classmates
- practice speaking AND listening
- don't be afraid to ask teacher for help

(8 MINS.) REVIEW AND ASSESSMENT *(review objectives and vocabulary, assess learning)*:

(6-8 mins.) Review personal things learned using AGREE-DISAGREE activity. Three different signs—'agree', 'disagree', and 'not sure'— will be put around the room. Questions will be read to the class, and students must stand under whichever sign best fits their opinion. The last student to move to a position explains why they are standing where they are.

Possible examples:
My teacher's name is Devon.
I met someone today named Karen.
I learned something new today about a classmate.
I learned a new word today.
I would like to teach at a university someday.

Statements will be guided by the outcome of the conversations over the class period.

If there is time: **(2-5 MINS.) EXTENSION**: Ticket out the door (verbal): *What was one new thing you learned about a classmate today?*

Appendix A
Getting to Know You Interview Questions

Take turns asking your partner things that can help you get to know them. Write down the most interesting things.

1. What is your full name? Do you have a middle name? A nickname?

2. Find where you are from on this map of the world. What do you notice about this map?
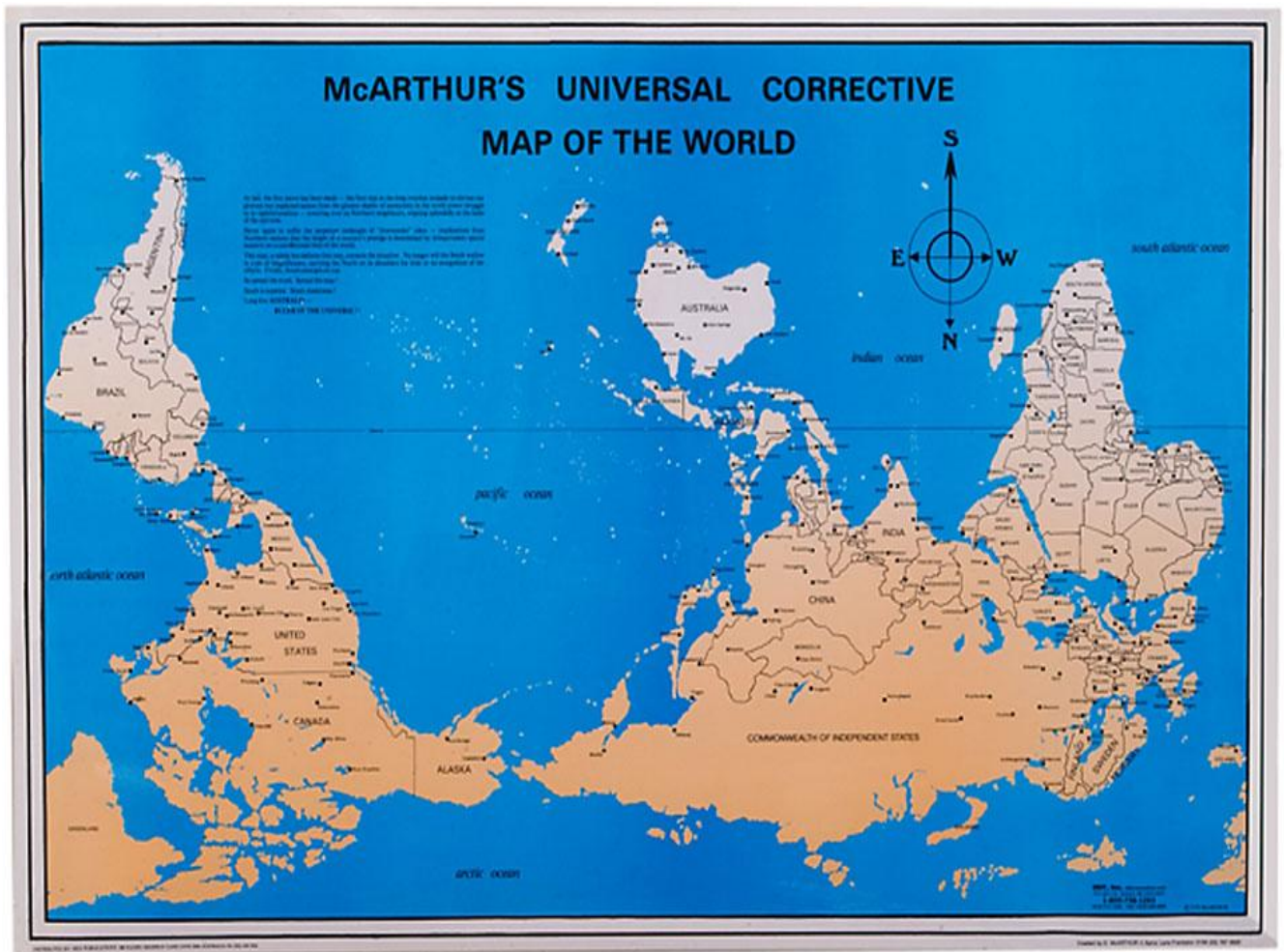
3. What is your least favorite food?

4. What is your favorite word in English? In another language you speak?

5. Would you rather be…

      a.) cold or hot?
      b.) hungry or thirsty?

6. Have you ever…

      a.) ridden a horse?
      b.) owned an exotic pet?
      c.) given your car a name?