

Creating a Lesson Plan & Teaching Your Lesson

Students: The students in this class are young adults, most in their twenties. They are at a high intermediate level of proficiency. They looking to become more fluent in English to advance their careers and social opportunities. Many of them are visual learners.

Learning Context: The school is a community college serving a high number of international students. Teachers are encouraged to "think outside the box" in their teaching.

Lesson:

Rationale

- This lesson is relevant and useful for two reasons: It is an opportunity for the students to express themselves aloud in English
- Students will be able to apply logic and creativity to "tell a story"

Skill

- The skills used are reading, vocabulary, grammar, speaking, listening, and cultural competency

Topic

- The topic is using a visual prompt to tell a story

Function

- Students can make accurate visual observations
- Apply their reasoning and imagination to develop a related explanation
- Gain practice speaking to an audience

Objectives

- By the end of the lesson students will be able to: use vocabulary to describe images
- Apply grammatical rules like use of articles, verb tenses, and subject-verb agreement
- Practice creating narrative sentences and gain confidence speaking them aloud

Target Language

- Students will choose from a selection of nouns (friend, worker, meal, report, dog, etc.),
- Adjectives (hungry, delicious, excited, concerned, curious, etc.)
- Verbs (enjoy, celebrate, discuss, dance, peek, relax, etc.) to create descriptive sentences

Lesson Plan - Linguistics

Name: William Hoversten-Davis
Level: Intermediate
Age of learner: Young adult
Subject/Topic: Descriptive storytelling
Time allotted: 10 minutes

Time	Activity
2	Starting Instruction Hook: The teacher will show a slide with quotes by celebrated people speaking about storytelling. The next slide will contain an inviting statement: "You can tell a story!" and visuals of objects, persons, and their surroundings. Below the images will be the target words for the lesson. The teacher will also pronounce the words and have the students say them as well. Target words: Many from which to choose: VERBS: Enjoy, celebrate, discuss, dance, peek, relax, agree, play, laugh, cook, chat, call, wonder; NOUNS: Friend, worker, meal, report, dog, baby; ADJECTIVES: Fast, Hungry, Delicious, excited, concerned, curious, angry, happy, afraid, surprised. Goals: #1 Students will be able to use vocabulary to describe images in the photos. #2 Students will be able to apply grammatical rules like verb tense and subject/verb agreement. #3 Students will be able to gain confidence in expressing themselves aloud. Pre-Assessment: Students will repeat the target words they have selected.
2	Building Instruction-Content Delivery Inquiry prompt: The teacher will grab the students' attention by greeting and welcoming them to the class enthusiastically, and piquing their interest in storytelling. Teacher-directed instruction: Tell the students what they will be learning and how they can use this knowledge in everyday situations, becoming more fluent in descriptions, more accurate grammatically, and more relaxed in expressing themselves. Point out several visuals of different subjects and a collection of words below them. The teacher will show by example how the exercise is done: identifying the photo and creating from as many target words as possible a "story" of at least two sentences that describes the photo and gives background information. Student involved modeling: The students will in turn select a picture and apply several target words to it as they construct and "tell a story" by describing the photo and explaining the background information.

4	Applying Instruction Student practice: Students will practice pronouncing the target words, identifying a photo to accompany them, and putting the words together grammatically in a logical description which creates a "mini story". Students will work with partners before they present to the class. Student self-assessment: The teacher will be able to assess whether the students understand the concept by observing them and hearing their responses. Where they stumble, the teacher will gently allow them an opportunity to rethink and correct their grammar.
2	Concluding Instruction Reflection and integration The teacher has the students together repeat the target words. The teacher concludes by remarking on their progress and grasp of the concepts, and giving them encouragement.

Visual:

You can tell a story!

