

ESAL 0370 Reading Lab Lesson Plan - Hour 2

Class Description

Intermediate level, virtual classroom- 1 Japanese, 2 Chinese, 1 Egyptian?

Terminal Objective

Students will be able to...

Consider the importance of facial expressions and intonation in texting conversations

Be able to use the simple past tense correctly.

Use a few more English words from their repertoire.

Enabling Objectives

Expand their vocabulary with at least 10 new words.

Understand how and when to use the simple past tense.

Understand the importance of intonation and facial cues in texting conversations.

Materials & Equipment

Presentation

Video

Homework sheet

Procedures/Activity	What is the TEACHER doing?	What are the STUDENTS doing?
Introduction (5min)	<p>Teacher welcomes students, ask how they are doing, ask what they thought about last week's lesson</p> <p>Introduce today's topic, and an outline of the hour</p>	Students answer the teacher's question
Discussion about texting (10 min)	<p>Teacher uploads and shares presentation</p> <p>Teacher asks students questions about texting, and facilitates conversation:</p> <ul style="list-style-type: none"> - Who do you text, and how do you text to them? Do you try to be accurate with your spelling and grammar, or do you simplify your texts? - Do you think how you text has a positive or negative affect on the receiving person? - Do you think language has changed over time in your first language? If yes, how have they changed? Has texting changed how your language is used? <p>T. asks Ss "What is the biggest problem with texting?"</p> <p>T. explains how misunderstandings are the most common outcomes of reading texts.</p> <p>Show the Key and Peele video to demonstrate limitations to texting</p>	<p>Students participate in the discussion and express their thoughts and opinions</p> <p>Ss give a few ideas.</p> <p>Students watch the video</p>

<p>Reading: <i>Is Txtng Bad for English?</i> (5 min)</p>	<p>Teacher asks each student to read out loud one paragraph from the reading</p> <p>T. asks whether ss have any questions about the passage.</p>	<p>Students participate in the reading</p> <p>Ss ask questions if any.</p>
<p>Vocab clarification and pronunciation (5-10 min)</p>	<p>Teacher explains vocabulary in the presentation. The teacher tells students to mimic the pronunciation of the teacher's. If there are other words students want to understand, teacher explains them.</p>	<p>Students write new vocab in their journals. They repeat after the teacher to pronounce the vocab correctly. Students ask teacher if there are other words they don't understand</p>
<p>Comprehension questions (5 min)</p>	<p>Teacher asks students to answer the comprehension questions in the presentation</p>	<p>Students write their answers in the shared notes to practice comprehension</p>
<p>Vocab Review (5-10 min)</p>	<p>Teacher asks students to match the vocabulary with their definitions using their cursors or drawing lines as a group</p>	<p>Students participate in the activity, drawing lines or placing their cursors on the right definition</p>
<p>Homework assigning? (couple min)</p>	<p>Teacher assigns homework and explains the exercise. Fill in the blanks with the vocabulary we just learned during the hour.</p> <p>Read pg.168 exercise 6</p>	<p>Students should do homework on their own time</p>
<p>Simple past</p> <p>Explanation: (5 min)</p>	<p>T. asks ss to guess the tenses in green on the slide. T. asks ss why they think the author used that tense.</p> <p>Ask student to find these in first 2 paragraphs "ago" l 4, p 1 "In the 15th</p>	<p>Students answer.</p> <p>Students listen to teacher</p>

<p>Odd one out: (5 min)</p>	<p>century” I 2, p 2 “More recently” I 4, p 2</p> <p>Teacher explains the slides on what simple past is, and goes over regular and irregular verbs</p> <p>Teacher asks each student what the odd verb tense is out of the example sentences</p>	<p>Students participate in the activity</p>
<p>Evaluation/Assessment</p> <p>No Evaluation</p>		
<p>Homework</p> <p>Fill in the blanks for the provided sentences using the vocabulary that was covered in this class.</p> <p>Read page 138, exercise 6 in the textbook</p>		