Practicum 1

Lesson Plan

Classmate’s Craft Book

Part 2

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February 15th, 2011

Writing Activity: *Grade 3 students*

Classmate’s Craft Book

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| **Planning Chart** | | | | | |
| **Activities** | **Time** | |  | | **Task** |
|  | |  | |  | |
| **Pre-activity** | | 6 minutes | | Revise the previous class’s vocabulary and modeled phrases. Activity’s explanation. | |
| **Activity** | | 57 minutes | | **Students that were not finished get their unfinished work back and the ones who finished receives an identification hand out that must be finished and completed by the end** | |
| **Post-activity** | | 27 minutes | | Students present themselves. | |

**Preparation**

Teacher revises the vocabulary that the students saw in the previous course by using the model on the board. Introduce the material needed for the task at hand.

**Material**

Pencil, a lined sheet of paper, crayons or makers, stickers, scissors, glue.

**Process**

While the students listen, teacher show’s them once again how to make the

personal information paper by showing them the model made by the teacher. Some students were not finished so the teacher must repeat the steps and write down on the board the task step-by-step. The teacher emphasizes key actions and repeat key vocabulary. Guide the students step-by-step in making their personal information paper. They should complete each step before moving on to the next.

**Follow-up**

Invite students to present their personal information paper.

**GOAL**

The pre-activity aims to trigger the student’s memory, revising the vocabulary by asking them questions will facilitate listening comprehension. Then, by reading the sentences provided by the teacher, they will develop sentence structure and reading competencies.

The goal of this activity is to have students use prior knowledge of the vocabulary and assimilate the vocabulary in grammatical English sentences.

**Competency 1**

Interacts orally in English

-Expands a personal language repertoire

-construct meaning of the message

-Initiates, reacts to, maintains and ends oral interaction

**Competency 2**

Reinvest understanding of texts

-Listens to, reads and/or views texts

-Constructs meaning of the text

-Represents understanding of the text

**Competency 3**

Writes and produces texts

-Uses a personalized writing process

-Uses a personalized production process

**Methodological competencies:**

*To adopt effective work methods, as there is a limited amount of time*.

**Personal and Social Competencies:**

*To construct his/her identity: they can express their own likes and dislikes.*

**The activity was designed to develop the intellectual competencies, to use information by which the teacher gives the instructions verbally. The other intellectual competency is to use creativity; they use this competency in the activity, by personalizing their information paper, which makes them unique.**

**The students are given a limited amount of time to complete their paper; this makes them use a methodological competency which is to adopt effective work methods.**

**The post activity also makes a use of personal and social competency, to construct his/her identity. In the writing process they must integrate their personal information and in the decorating process they express their feelings towards their personal work which constructs their identity.**

***Preparing students for the task***

|  |  |
| --- | --- |
| Role of the teacher | Student’s role |
| 1. (2 minutes): Teacher greets students with good morning to the group and asks “how are you?” to a few students.  2. (4 minutes): Questions are asked to the students about the previous class. Once again, the teacher selects a few students to answer questions they have seen in the previous class. | 1. **Students listen and greets teacher and certain students answer the how are you question.** 2. **Students react, (raises their hands) to give their personal answer. They reinvest their understanding by answering their personal information.** |

***Carry out of the task (speaking activity)***

|  |  |
| --- | --- |
| Role of the teacher | Role of the students |
| 1.(6 minutes): Teacher explains the task at hand, to write their personal information based on the model on a lined sheet of paper, as a rough draft. For those who had not finished the previous class.  2. (6 minutes): Teacher explains the activity they will do after they have done their first task.  3. (5 minutes): Teacher hands out the identification paper to all the students.  4. (40 minutes): The teacher tells students to start. | 1. **Students listen and could ask questions.** 2. **Students listen and could ask questions.** 3. **Students start the task.** 4. **Students start to work.** |

***Post-activity***

|  |  |
| --- | --- |
| Teacher’s role | Student’s role |
| 1. (7 minutes): The teachers present themselves according to the craft book identification paper that they wrote.  2. (20 minutes): Students are asked to present themselves. | 1. **Students listen.** 2. **Students present themselves to the group.** |

**MELS Criteria**

This LES responds to the MELS essential characteristics: It is relevant to the students, exploits authentic text and provides opportunities for transfer.

Approved by:

