Practicum 1

Lesson Plan

Classmate’s Craft Book

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Writing Activity: *Grade 3 students*

Classmate’s Craft Book

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| **Planning Chart** | | | | | |
| **Activities** | **Time** | |  | | **Task** |
|  | |  | |  | |
| **Pre-activity** | | 17 minutes | | Revise the previous class’s vocabulary and modeled phrases. Activity’s explanation. | |
| **Activity** | | 49 minutes | | **Teacher hands out sheets of paper for rough drafts and once corrected, hands out the talking bubble page for the good draft**. | |
| **Post-activity** | | 24 minutes | | Students decorate their craft book page. | |

**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.

**Process**

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

personal information paper by showing them the model made by the teacher. Teacher explains the concept of the ***Classmate’s Craft Book*** andEmphasizes 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***

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| --- | --- |
| 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.  3. ( 5 minutes): Teacher asks students to pay attention to the board ( new models are given in addition to the previous)  4. (5 minutes): Teacher explains the content of the new information. | 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.** 3. **Students pay attention and view the new information given.** 4. **Students pay attention to the given 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.  2. (3 minutes): Teacher shows the talking bubble and explains that they will use the talking bubble as a good copy, once the rough draft is corrected by the teacher.  3. (40 minutes): Teacher tells students to start. | 1. **Students listen and could ask questions.** 2. **Students listen and could ask questions.** 3. **Students start the task.** |

***Post-activity***

|  |  |
| --- | --- |
| Teacher’s role | Student’s role |
| 1. (7 minutes): Teacher shows them the final product created by the teacher and explains that once the talking bubble is done, they will be given a sheet that they will decorate and be placed in the classmates craft book. Teacher makes sure to be clear on the areas the students must not decorate and explains why.    2. (The rest of the class): once students are finished teacher takes the students pictures. | 1. **Students listen to the instructions.** 2. **Students get their picture taken.** |

***Homework assignment***

***Students must bring a dialogue assignment home and practice with their parents.***

**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:

