

Lesson Plans

Listening

Objectives

The student will:

- Understand the major ideas in a spoken message and follow directions
- Monitor his/her own understanding of the spoken message and seek clarification as needed

Procedures

1. Tell students that they will play a game called "Hide and Go Seek." Ask if they are familiar with the game or have played a similar one.
2. Explain the game with the following oral directions:
 - a. The purpose of the game is to avoid being "it."
 - b. One student is IT. This student should be chosen by a random method.
 - c. Make sure you have an open area outdoors where the game may be played safely.
 - d. Establish a given location as "base." Anyone reaching "base" is safe.
 - e. The student who is IT covers his eyes and counts to a set number (try 50).
 - f. As IT counts, the other students have to go and hide.
 - g. When IT has counted to 50, he says, "Ready or not, here I come!"
 - h. Then IT looks for the other students.
 - i. If he sees another student, IT may tag (touch) the student, or say, "I see you," and run back to base before the discovered student can touch it.
 - j. If IT successfully tags a student or reaches base first, the "found" student is now IT and the other students come out of their hiding places for a new round.
 - k. If a student who is hiding comes out of hiding and races to base and touches it without being tagged, that student is "safe," and will not be IT for the next round.
3. Assess by observing students play the game.

Speaking

Objectives

The students will:

- Adapt spoken language to the audience, purpose, and occasion

Procedures

1. Collaborate with a teacher of one of the lower grades preschool through second grade. Match up each of your students with one of the younger students.
2. Have the older students explain the game "Hide and Go Seek" one-on-one to the younger students.
3. Then allow your students to supervise as the younger students play the game.

Listening and Speaking II

Objectives

The student will:

- Eliminate barriers to effective listening
- Distinguish and produce sounds and intonation patterns in English
- Adapt spoken language to the audience, purpose, and occasion
- Use effective volume, pitch, rate, and tone for the audience and setting

Procedures

1. Preview the vocabulary list if necessary before beginning the activity.
2. The students will do an activity called "I'm Going on a Trip to Outer Space."
3. Prepare slips of paper with the following words or phrases on each paper: *my cat, my fish, some robotic legs, a jetpack, a stove, a door, an alien, a monster*, and additional nouns, if needed depending on the number of students. Each student will receive one slip of paper.
4. Begin the game by having one student say, "I'm going on a trip to outer space, and I'm going to take _____ (whatever is on his slip).
5. The next student has to repeat what the first student said and add to it by naming the item on his slip.
6. The activity continues in a similar manner until every student has named his item. The goal is to remember what everyone else has said and repeat it in the correct order.

Example:

Student 1: "I'm going on a trip to outer space, and I'm going to take a jet pack."

Student 2: "I'm gong on a trip to outer space, and I'm going to take a jetpack and some robotic legs."

Student 3: "I'm going on a trip to outer space, and I'm going to take a jet pack, some robotic legs, and my cat."

7. Depending on the size and ability of the class, students may continue the game into a second round with additional slips of paper.
8. Assess students as they pronounce the vocabulary words.

Reading

Objectives

The student will:

- Use structural analysis to identify root words with suffixes
- Match antonyms
- Spell words with inflected endings correctly

Procedures

1. Present students with the following words from the cartoon: *boring, interesting, morning, doing, going*.
2. Explain that these words are made from base words plus the *-ing* suffix.
3. See if students can determine the base word of each and spell it correctly.
Answers:
boring - bore
interesting - interest
morning - morn
doing - do
going - go
4. Point out that the silent *e* in *bore* is dropped before adding *-ing*.
5. Present additional words on the board and have students name the base words.
waking - wake
hiding - hide
coming - come
sleeping - sleep
seeking - seek

opening - open
closing - close
laughing - laugh
crying - cry
playing - play
working - work
evening – even

Have students note which words had a silent *e* dropped before adding *-ing*.

6. Ask students to explain how the words *boring* and *interesting* are related. They should recognize that they are antonyms (opposites).
7. Use the other words on the list to match pairs of opposites. Do orally or assess in writing.
8. Answers:
hiding - seeking; morning - evening; going - coming; waking - sleeping; playing - working; laughing - crying; opening - closing

Writing

Objectives

The student will:

- Write to inform

Procedures

1. Guide students through the process of writing a "how-to" paper. They will write directions for playing "Hide and Go Seek."
2. Using your preferred prewriting organizer, do prewriting on the overhead as students suggest ideas for the Introduction and Materials, Step One, Step Two, Step Three, and the Conclusion.
3. Write the rough draft together using the overhead or chart paper. Following is an example:

One of the favorite games of children is "Hide and Go Seek." If you are planning a party for a group of younger children, you might want to plan on playing this game. All you need is a large, safe outdoor play area and a group of children. Here are the steps you need to follow.

First, select one spot to be the base. Everybody is safe when they touch base. Choose someone to start the game by being IT.

They have to stand by the base and count to 20-50 with their eyes closed while everyone else runs and hides.

Next, IT has to try to find the other children. While he is looking, the other children can sneak out and touch base. If they do they are safe.

Finally, when IT finds someone, he can tag him or run and touch base. If IT gets to base first, then the second child has to be IT and the game starts over.

This game requires speed, quick thinking, and cleverness. It always leaves everyone breathless and laughing. Give it a try next time you and your friends are looking for something to do or for a way to entertain younger children.

4. Revise the rough draft on the overhead or chart paper by adding describing words, adding a more interesting beginning, or expanding sentences and adding details.
5. Proofread the composition together for spelling, word usage, capitalization, and punctuation errors. Make needed corrections on the overhead or chart paper.
6. Have students write the final draft based on the corrections and refinements you have made.
7. On another day, assess by having students write their own "how-to" paper for another game they know how to play.