

## ESAL 0370 Reading Lab Lesson Plan - Hour 4

### **Class Description**

Intermediate level, virtual classroom- 5-6 students

### **Terminal Objective**

***Students will be able to...***

Have a better understanding of POS as they read and listen.  
Apply it to their writing and speaking.

### **Enabling Objectives**

Expand their vocabulary with 10 new words (including phrases).  
Read passages that are given to them and identify parts of speech.  
Understand the general meaning of selected words in *Reading Power 3* Unit 3.

### **Materials & Equipment**

Presentation + Activities + "The Outsiders" Video + Skribbl

### **Textbook exercise**

Reading Power 3 - Unit 3  
Exercise 1 & 5

Procedures/Activity	What is the TEACHER doing?	What are the STUDENTS doing?
<p><b>Warm-Up (10min)</b></p> <p><b>Quick correction of homework (5min)</b></p> <p><b>Cue warm-up game</b></p>	<ul style="list-style-type: none"> <li>- T asks students how their weekend went.</li> <li>- Sam revisits the vocabulary from last week, and presents a definition, a synonym, and an antonym for each word.</li> <li>- T asks students to turn their camera on. <b>I would suggest you turn yours off for bandwidth reasons and also let them have a chance to be front and center for a moment 😊</b></li> <li>- Sam explains the warm-up game, and gives an example: Find an object around you that begins with the letter P Shows plant. Verb - it grows Adjective - it's green Adverb - it grows <i>slowly</i>?</li> <li><b>Are you looking at a reading here? Or another exercise form the textbook?</b></li> <li>- T will keep score and congratulate the winner.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss answer the T.</li> <li>- Ss give their answers if they did the homework <b>-optional: if they haven't done their homework then it might be a good chance to show them how thesaurus.com works and could be helpful for them. It might help you too to draw answers from them</b></li> <li>- Ss turn their cameras on if they're comfortable with it. <b>It's interesting how we give them this option now, yet they don't have this option when on campus. It is an challenge I'm going to work on from the beginning of my course this fall.</b></li> <li>- Ss grab a random object and have them show it to the Ts. They identify the object (noun), a verb related to the object, an adjective to describe the object, and an <b>adverb that helps the verb.</b></li> </ul>

<p><b>Reading (30 min)</b></p>	<ul style="list-style-type: none"> <li>- Sam does practice 1 on pg 58 together with Ss. Shows Ss how to use thesaurus.com for this exercise. Ss can give a synonym or a phrase.</li> <li>- Sam divides class in two groups to do ex 1 on pg 59. Instruct Ss to help each other find the correct answer. Discuss the possible meanings.</li> <li>- Sam corrects ex1 with students.</li> <li>- Ken takes over!</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen and answer.</li> <li>- Ss go into their rooms for ex1</li> <li>- Ss correct their exercise.</li> </ul>
<p><b>Reading (30 min) - cont.</b></p>	<ul style="list-style-type: none"> <li>- T shows a clip from the movie <i>The Outsiders</i></li> </ul> <p><u>Good chance for a comprehension question or two here to check their understanding. This would take you 1 - 2 minutes</u></p> <ul style="list-style-type: none"> <li>- T reads the first excerpt out loud to the Ss. Ex5 Pg 63</li> <li>- T appoints Ss to re-read sections of the excerpt out loud for another opportunity to understand the material.</li> <li>- T will ask: <u>Why does the narrator like to watch movies alone?</u></li> <li>- T goes over the vocabulary and pronunciation from the first</li> </ul>	<ul style="list-style-type: none"> <li>- Ss watch.</li> <li>- Ss listen to the T and silently read along.</li> <li>- Ss reads the passages out loud.</li> </ul>

	<p>excerpt. T tells students to repeat the word after the T.</p> <ul style="list-style-type: none"> <li>- T separates Ss into groups to discuss POS and their general meaning in the first excerpt. T compares the two groups' findings.</li> <li>- T repeats the same procedures for the second excerpt.</li> <li>- T will ask: <u>Why were they walking and not driving?</u></li> </ul>	<ul style="list-style-type: none"> <li>- Ss find the answer.</li> <li>- Ss write new vocabulary into their journals. Ss mimic what the teachers say.</li> <li>- Ss work together to find POS and general meaning and share their answers with the rest of the class.</li> <li>- Ss participate in the same manner as the first excerpt.</li> <li>- Ss find the answer</li> </ul>
<b>Skribbl - POS and vocab (15 min)</b>	<ul style="list-style-type: none"> <li>- T prepares the game for Ss and explains.</li> <li>- Ss will have to turn on their mic and leave it on.</li> <li>- Each player will be given a word to draw.</li> <li>- They need to identify the word (verb, noun, adverb, adjective) and say the POS aloud, this will be a clue for the other players.</li> <li>- While the person draws, the other Ss will start guessing the word.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss will demonstrate their artistic abilities. Some of them may impress the Ts.</li> </ul>

<b>Exit Ticket</b>	- What part of today's class did you like the most?	- Ss have to reply before leaving.
<b>Evaluation/Assessment</b>  No Evaluation. <b>I think an evaluation is shown in how they answer your questions and guess answers to PoS</b>		
<b>Homework</b>  - Add the new vocabulary to their journal to share next week. <b>Why don't you ask them if they have been doing this. Maybe you could personally speak to how important this is as a language learner.</b>		