

Our World Professional Development
Steps of a Lesson
Handout 5.2

From Lesson Planner, Level 1, Unit 2, pp. 72-75

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| <p style="text-align: center;">Activity A</p> <p>Lesson Plan Step: _____</p> <ul style="list-style-type: none"> • Say <i>Now listen and say</i>. Play TR: A27. After students hear each word pause the audio. Have students repeat the word. Listen to make sure students are pronouncing each word correctly. • Form pairs of students. Have them ask each other questions about the pictures on pp. 26-27. Model with a student. Point to a tree. Say <i>Is it a tree?</i> (Yes, it is. It's a tree.) | <p style="text-align: center;">Activity B</p> <p>Lesson Plan Step: _____</p> <ul style="list-style-type: none"> • Have students draw pictures of the vocabulary words. Call out on vocabulary word. For example, say <i>a bird</i>. Give students time to draw a bird and hold up and name their pictures. Repeat with the remaining words in the unit. • Give each student a chance to show off their drawing and say what it is before leaving class. For example, if a student drew a red bird, she could say <i>It's a red bird</i>. while holding up the picture. |
| <p style="text-align: center;">Activity C</p> <p>Lesson Plan Step: _____</p> <ul style="list-style-type: none"> • Review classroom objects with students as you practice the vocabulary for this unit about nature. Hand each student a note card with one of these phrases written on it: <i>yellow book, white paper, red crayon, green pen, blue pencil, black table, yellow bird, green grass, blue river, black rock, blue sky, yellow sun</i>. • Point to one side of the classroom and say <i>Read your card. Is it in the classroom? Line up here</i>. Point to the other side of the classroom and say <i>Is it in nature? Line up here</i>. | <p style="text-align: center;">Activity D</p> <p>Lesson Plan Step: _____</p> <ul style="list-style-type: none"> • Recycle: Tell students to take out paper and crayons or colored pencils. Draw a square, a triangle, a circle, a rectangle, and a star on the board. Then put Picture Cards 1, 3-5, and 8 face down. Ask a student to choose one of the cards. Show the card and say the color. Then point to the square on the board and say <i>Draw a (green) square</i>. Repeat with the remaining colors and shapes. |
| <p style="text-align: center;">Activity E</p> <p>Lesson Plan Step: _____</p> <ul style="list-style-type: none"> • Have students open their books to pp. 26-27. • Say <i>Point and say</i>. Point to the ocean. Say <i>the ocean</i>. Have students point to the picture of the ocean. Ask <i>What color is the ocean?</i> (blue) • Point to the bird and say <i>A bird. Point to a bird</i>. Have students point to the picture of the bird. Ask <i>What color is the bird?</i> (yellow and black) Continue for all the labeled pictures. | <p style="text-align: center;">Activity F</p> <p>Lesson Plan Step: _____</p> <p>Form pairs of students. Point to the model dialogue on the bottom of p. 27. Point to your ears and say <i>Listen</i>. Play TR: A29. Then model the dialogue with students. Say <i>It's yellow. What is it?</i> Have the class answer <i>It's a bird</i>. Then say <i>Now ask me</i>. Say what Freddy says. And have the class say <i>It's yellow. What is it?</i> Answer <i>It's a bird</i>. Then have partners take turns asking and answering with other words on pp. 26-27.</p> |