**Lesson Plan Template Skill Focus: LISTENING**

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| **Lesson Plan Designer: Christina Bice, Sarah Elmore, Gonda Gebhardt**  Theme/Topic: Exercise/Fitness (Recess!)  ESL Standards: Standard 1: PI #1,3,5,6,12,15, and 16; Standard 4: PI#4,5,7,8,9,10 and 12  Materials\*: Handouts, Video, newsprint/markers  Proficiency level: Low Intermediate Grade/Age: 6th grade  Listening comprehension skill(s) *PRIMARILY* addressed: Listening for DETAIL  Strategy(ies) *EXPLICITLY* taught in this lesson: Cognitive Strategies- Contextualization |
| **Stages/Activities** |
| Pre-Listening Activity  Language Skill(s): Listening, Speaking, Writing, Reading  **Purposes:**  a) To build background knowledge  b) To prepare for watching the video about recess  **Procedures**:  a) Divide the students into groups of three. Each group will be given a piece of newsprint and markers. The groups will be instructed to brainstorm the importance of having recess during the school day and write down different activities to do during recess. Students should write their ideas on the paper to present to the class.  b) After students have been given a few minutes to speak to each other about recess and write their ideas down on the newsprint, groups will take turns presenting their thoughts about why recess is important. If students need any vocabulary clarified, further explanation can take place at this time. |
| *Transition:* Tell students that they will be watching a video about recess. Review the handout with questions they are to answer about the video and tell students they are to take notes during the video. |
| Listening Activity (can be divided into 2 or 3 tasks)  **Purposes:**  a) To have students process, interpret, store and recall information given in the video.  b) To have students listen to and express their opinions regarding recess.  **Procedures**:  a) First, review the handout and check for clarification (Does everyone understand the questions?) Play the short video clip for students. Ask students to answer questions on handout (see handout 1) after viewing the video. They will be asked to find the answers to the questions on the handout from the video. Have students check over their answers to see what information they still need to find. Play the video for a second time and have students watch and listen again to try and complete their handout. Once the video has been played for a second time, have students check their answers with a partner. For further clarification, end this listening activity by going over the answers to each of the questions as a whole group, eliciting answers from student volunteers.  b) Pass out handout 2. Ask students to work in pairs and interview each other using specific questions provided about their opinions of recess. First, go over the questions as a whole class to check for comprehension. Teacher will read the questions aloud and have the students repeat the questions aloud. Check for questions and clarification about the questions. Then, allow the students time to interview their peers and make the necessary notes on their papers. Remind students to use their social-affective strategies learned last week to fully understand their partner’s responses. (Teacher can review these strategies quickly to remind students of the phrases: “Can you repeat that, please? etc.) |
| *Transition:* Ask students to come together as a whole class to review some of their answers from their interviews. |
| Post-Listening Activity  Language skill(s): Speaking, Listening  **Purposes:**  a) To have students gain confidence with speaking and practice speaking skills as well as practice pronunciation and vocabulary related to theme of recess  b) To have students show listening comprehension  **Procedures**:  a) One by one, ask students to share one of their partners answers about recess with the class. Teacher can also provide frame sentences like “(student) thinks that recess is \_\_\_\_\_\_\_\_\_\_\_,” or “\_\_\_\_\_\_\_\_\_\_ favorite part of recess is \_\_\_\_\_\_\_\_\_\_\_\_\_.” |
| Closure  **Purposes:**  a) To practice listening for detail in a fun and social way  b) To allow students to experience a game they heard about in the video    **Procedures**:  a) Play a game of Simon Says. The teacher will act as “Simon” and call out actions to the class. Teacher will review the rules of Simon Says first, indicating that the students can only do the action if “Simon says” to complete the action. Teacher will ask that when students are “out,” they are to come to the front of the classroom to help the teacher watch the other students do the actions. |
| Extension Activity (Homework)  Language Skill(s): Writing, Listening, and Speaking  **Purpose:**  a) To have students elaborate on their ideas about recess and gather new information on the topic    **Procedures**:  a) Tell students to interview a family member, neighbor, or friend (not from the class) using the same questions about their opinions on recess as the activity done in class.  Students are to write down the information to share with the class tomorrow. Students will use the back of handout 2 to write down their answers. |
| *Rationale:*  We chose this listening activity as we believe that by letting the students view and listen to an authentic news story about recess, something with which they are familiar and in which they have background knowledge, but with an interesting “spin”, will motivate and challenge them to use their listening skills in a purposeful way. By asking the students to answer specific questions about the video, they will become skilled at listening for detail by taking notes and reconstructing texts. By then moving to a paired discussion task, the students will need to use language spontaneously to express opinions in answering questions, as well as, needing to listen carefully to their partner and may need to use previously learned social- affective listening strategies. Students will need to use cognitive strategies, specifically contextual, to complete these listening activities. |