Unit Three: How do you Feel?		Grade 5	
Lesson 1		Teacher: Ryan Todd	
Standards and Frameworks		Lesson overview	
Interpersonal Interaction 3-3-1-1 Define ways people are different and recognize the value of respecting people different from ourselves.	**Pre-teaching** Show video clip (whole group) Show students a video of the NSET doing activities that she is good at and not good at. At the end of the video, elicit student responses for what they saw the teacher doing in the video. Make a list on the board of all the verbs students observed in the video.		7
Lesson Objectives			
1. Students will recall and review verbs that express particular skills.	**Introduction** Introduce the key language and vocabulary (whole group/pairs) Using pictures as a prompt for the verbs (playing, doing, reading, speaking) CT and NSET will use the sentence frames to model making a few sentences. Next, in pairs students will practice making sentences. NSET and CT circulate checking for understanding and participation.		10
2. Students will identify skills that they are personally good at and not good at.			
3. Students will use present progressive tense to express what their skill level is for various activities.	**Practice** Step across the line if . . . Students will stand on one side of the classroom. The teacher will make a statement like "I'm good at _____-ing." The students who agree with the statement can cross the line. Those that don't agree stay behind the line.		10
4. Students will use English to express acceptance of differences.			
Target Language			
I'm good at _____-ing That's great! I'm not good at _____-ing. That's ok, we're different.	Connect 5 (whole class) Before playing Connect 5, show students the sentence frames and pictures that will be found on the Connect 5 game board reviewing the language associated with each. Using a projection of the game board, NSET and CT will quickly demonstrate a game for the class. Next, NSET and CT will divide the		10
Target Vocabulary			

playing, basketball, doing math, doing art, reading, speaking, different, great	class into two groups who will play against each other.　Groups will take turns speaking so that every student has the opportunity to speak.　The winner must connect 5 squares on the game board in a row.　The game board contains both images and sentence frames to help students create sentences using the target language. **Production** <u>Connect 5 Tournament (pairs)</u> Students will play in pairs against each other. When a pair has finished the game, they must find another pair who is also finished.　The winners then play winners, and losers play losers.　NSET and CT circulate, checking for understanding and participation.	
Regular English Curriculum – key language and vocabulary	Summary and Closure	
How do you feel?　I feel hungry. What do you want to eat/drink? I want a sandwich/some water. Angry, happy, hungry, sad, sick, thirsty, cola, pizza, water, a sandwich.	<u>Pass the ball (whole group)</u> Pass the ball to a student and say something you are good/not good at.　The student can respond with either "that's great!" or "That's ok, we're different" Then pass the ball to another student.	3 Total time 40 m
	Assessments	
	Check for students speaking ability during introduction and production.	
Materials:　Video Clip, Pictures representing target vocabulary, connect 5 projection, connect 5 game boards.		