

Unit 3, Lesson 4	Grade Level: 6th	Teacher: Lauren Hanson
Standards and Frameworks	Lesson overview	
<p>Self-Management 1-3-3 Students reflect on personal growth, self-exploration and develop personal interests.</p>	<p><u>Class Synopsis:</u> This class has 25 students of ranging English abilities. There are several students who are <i>very</i> active and noisy in the classroom. Although they have not been diagnosed, I suspect they may have some sort of attention deficit or hyperactivity disorders. These students make class 608 a noisier class than most.</p>	Time
Lesson Objectives	However, I think that the structure of the lesson you will observe will take advantage of their active personalities. My co-teacher for this class, Lilly, and I worked together to pair these students in a way that be beneficial to the students. She will also be actively assisting in guiding the students as the students create their own movie.	
<p>Students will create their own videos to express their personal interests.</p>	<p><u>Previous Classes:</u> This is the fourth lesson in the unit based on the sentence frame: "I feel _____ when I _____.". Although this sentence frame is not a commonly said phrase, it is a good way to practice adjective and hobby vocabulary. In the third lesson, we worked on writing the script for the movie we will be filming today. Students used their imaginations to create the scripts, so some are quite creative; however, you will notice that the questions, "What do you like to do for fun?" and "What do you like to do in your free time?" and the sentences, "I like to _____" and "I feel _____ when I _____." will be said in every movie.</p>	
Target Language	<p><u>Pre-teaching:</u> -Teacher reviews sentence patterns quickly. (I feel ____ when I _____. What do you like to do in your free time? What do you like to do for fun? I like to _____.)</p>	
<ul style="list-style-type: none"> ▪ I feel _____ when I _____. ▪ What do you like to do for fun? ▪ What do you like to do in your free time? ▪ I like to _____. 	<p><u>Presentation</u> -Teacher shows students how to correctly hold the iPad to film and reminds them about the importance of being loud and clear when speaking while also being aware of the students around them.</p>	
Target Vocabulary	<p>Healthy, unhealthy, proud, excited, clever, successful, unsuccessful, nervous, hobby, free time</p>	
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	<p>-Teacher reminds students about the basics of the Splice app by showing video. (Students have already made videos using the iPad in past classes.) https://www.youtube.com/watch?v=m7wZklpmEos</p> <p><u>Practice/ Production:</u></p> <p>-Teacher tells students what areas they may film in and what teams will work together to film (one iPad per team- two teams work together to film).</p> <p>-Students work on filming their videos and make it into a more complete movie with Splice.</p> <p><u>Anchor Activity:</u></p> <p>-Students may read a book from the classroom library.</p> <p><u>Co-Teaching Structure:</u> Station Teaching: Educators teach in different small groups. For more information: http://www.inclusiveclassrooms.org/inquiries/6-co-teaching-structures</p>	25
Summary and Closure		
	<p>-Teacher asks students to clean up and tells them that next week they will watch the videos together.</p> <p>**If students need more time to finish, they may finish up next class period.**</p>	2
Assessments		
	Teachers should observe and provide extra support to students who are struggling to complete the task.	
Materials: computer, projector, Splice instructional video, whiteboards, markers, iPads		