

**Lesson Name: Extension and Revision of Team A topics (food, the body, and sports/camping) for visiting educators**

	Learning Outcomes	Instructional Activities	Time	Materials	Essential Questions
F I R S T L E S S O N	Students will be able to pronounce and identify around 60 foods (around 10-15 new words). The focus is fast food, food at the market, fruit, and drinks, as an overview and reinforcement of Sarah’s topic, food.	<p><b>Fitness/Warm Up:</b> After reviewing basic classroom procedures, introduce and elicit food names with fun interactive pictures. Using PowerPoint, illustrate basic ingredients and recipes for nachos, burritos, and tacos. Those three dishes will be the platform for Test-teach- test for additional food &amp; drink.</p>	10 Min.	Vocabulary PowerPoint, individual sets of pictures & words for foods & drinks, sets of ‘Spot it Food’ playing cards	What can you eat? What can you drink?
		<p><b>Lesson Focus:</b> Test: The students will individually try to match around 15 food/drink words with their corresponding pictures.</p>	10 Min.		
		<p><b>Teach:</b> Students will individually check over their work with answer keys. After all words have been checked, we will go over the vocabulary via PowerPoint as a class. After completion of vocabulary and sentence review, students will rotate to different tables to verbally practice the other foods and drinks.</p>	15 Min.		
		<p><b>Closure:</b> Test: Students will conclude with a vocabulary game called “Spot It” (or Dobble). The different games are observation games with a speed element played in groups and involves all the food vocabulary. In game 1, students will compete by finding and saying the correct food vocabulary in order to collect cards.</p>	10 Min.		

<p>S E C O N D  L E S S O N</p>	<p>Students will be able to correctly identify and pronounce common parts of the body as an extension/reinforcement of Molly's topic, the body.</p>	<p>Fitness/Warm Up: After reviewing common body words, students will do a jigsaw puzzle in their groups. The self-correcting puzzle pieces have 30 cards, and each card has two pieces - a picture of the body part and its name spelled out. After completion, class will pronounce the body parts in preparation for Test-teach-test for additional body parts.</p> <p>Lesson Focus: Test: The students will individually try to match around 15 words with their corresponding pictures.</p> <p>Teach: Students will individually check over their work with answer keys. After all words have been checked, we will go over the vocabulary via PowerPoint as a class. Students will answer the questions, What is he/she touching? What does he/she measure?</p> <p>After completion of vocabulary and sentence review, students will rotate to different tables to verbally practice the other body parts.</p> <p>Closure: Test: Students will conclude with a vocabulary game called "Spot It" (or Dobble). The different games are observation games with a speed element played in groups and involves all the body part vocabulary. In game 3, students will compete by finding and saying the correct body part in order to give their cards (hot potatoes) away.</p>	<p>10 Min.</p> <p>5 Min.</p> <p>3 Min.</p> <p>15 Min.</p> <p>5 Min.</p> <p>10 Min.</p>	<p>Vocabulary PowerPoint, group sets of "The Learning Journey Match It! All About Me", individual sets of pictures &amp; words for body parts, sets of 'Spot it Body Parts' playing cards.</p>	<p>What is he/she touching? She's touching...</p> <p>What does he/she measure? He measures his...</p>
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T H I R D L E S S O N	Students will be able to ask and answer questions about sports in common everyday English based on the English camp version of battleship as an extension/reinforcement of Steve's topic, the body.	Fitness/Warm Up: After review of food and body parts through syllable chants or group questions, students will see commercials about classic battleship and answer questions about what they see.	10 Min.	Battleship introduction and explanation PowerPoint, group sets of battleship game boards, colored markers or crayons, individual sets of key phrases and example sentences, and dividers or notebooks to keep game boards a secret.	Do you like to play ...? Do you want to do... / Can we go... ? Can you...? Can I be the...? Are you wearing...? Do you have the...?
		Lesson Focus: The game will be explained via interactive PowerPoint first. Then the teacher will play a student to model the question/answer technique and how to mark the board to determine the winner.	15 Min.		
		The remainder of class will be spent playing the game, asking questions and stating answers until time is up or there is a winner.	20 Min.		
		Closure: The mistakes that students make tend to fall in the same categories. On the board, go over common mistakes, eliciting correct answers from the class.	5 Min.		

**Differentiation/Modification:** Some sentence structures or extra strengthening activities will be omitted if we need to spend more time with verbal practice. Weaker students may use their study partners to help, and also the teacher for assistance. Also many slides lead themselves to full sentences with more vocabulary and expressions—to be added when appropriate. Personalized conversations will include more or less concepts depending on student's ease with the language. Students will work with their study buddies rather than individually for the games, providing a more cooperative and less stressful environment for participation.