

Lesson Plan

Grade	6	Teacher: Lukas	Date	Week 15 — 12/2 - 12/6
Teaching Subject	Sudan and Music (II of II)			
Teaching Aids	PPT, internet, board, flashcards, props			
Main Teaching points	Sudan introduction continued, vocab/sentences review			
		Activities		Materials
Intro		<ul style="list-style-type: none"> ● Sudan Continued <ul style="list-style-type: none"> ○ In addition to reviewing what was already learned about Sudan, Teacher (T) will introduce some more basic points about the country via PPT including: <i>what the country looks like, what the people look like, popular foods, etc.</i> 		<i>flashcards, PPT, board,</i>
Main		<ul style="list-style-type: none"> ● Vocab Review (Instruments) <ul style="list-style-type: none"> ○ T will review the instruments and their respective sounds. <ul style="list-style-type: none"> ■ <i>drums, trumpet, harp, xylophone, fiddle, flute, instrument</i> ● Picture Mixture <ul style="list-style-type: none"> ○ T will have a short review in which the S are shown a PPT of pictures of each word (and some additional words). Each word will be hidden by squares. At the click of a button, one of the many squares will disappear. As more squares disappear, the image will become more recognizable, at which point the S may raise their hand for an attempt at answering what it is. ● Sentence Review <ul style="list-style-type: none"> ○ T will review the sentence forms. <ul style="list-style-type: none"> ■ <i>What instrument do you want to play?</i> ■ <i>I want to play the _____.</i> ● Activity — Walkaround Bingo <ul style="list-style-type: none"> ○ Students (S) will be given a sheet of paper with a vocab word/picture on it. They will be instructed to keep it a secret from everyone else. ○ S will also be given a bingo sheet, with each square of the bingo sheet being filled up with one of the vocab words/pictures of the unit. ○ S must walk around with their papers and a pencil, taking turns asking one another the target sentence and answer. The S will answer the question with whatever secret vocabulary they were given. With each answer they receive, the S may check off one of their bingo squares according to the answer (if they get an answer "I want to play the trumpet." the S will look for a trumpet square on their bingo sheet and mark it). ○ As more attempts at speaking to one another are completed, more squares will be marked off. When the time ends, both T will reward those with the most bingos with points. ● Drama <ul style="list-style-type: none"> ○ S will act out a script prepared by T. ○ If time remains, an additional group(s) may be asked to perform. ○ When finished, T will ask the class questions about the dialogue. 		<i>PPT, sound maker flashcards</i>
Closing		<ul style="list-style-type: none"> ● If time remains, T will hold a short review. 		