

## Lesson Plan – 5th Grade Week 15

| <b>Name: Andrew McGilvray</b>   |             | <b>Lesson number:</b><br><b>Being Thankful - 3</b> | <b>Lesson type:</b> practice and application   |   |
|---|-------------|--|--|---|
| <b>Level: Grade 5</b>   |             | <b>Length of lesson:</b><br><b>40 minutes</b>      | <b>Number of students: 26</b>  |   |
| <b>Lesson Aim(s)</b>  |             |  |  |   |
| <p>The aim of this lesson is to practice saying thank you to people for something and have practice writing it out. We want students to be able to express their gratitude and to prepare to write a thank you note for the final lesson of this unit. Students have already expressed that they are thankful for different people and for different things.</p> <p>Vocabulary: sharing, helping me, playing with me, cooking, buying clothes, the toy, the gift, review vocabulary: Mom, Dad, Grandma, Grandpa, sister, brother, parts of a note: Dear ..., Love,</p> <p><b>*The Unit plan shows in more detail what students have done for this unit and how we will finish the unit.</b></p> |             |  |  |   |
| <b>Assumptions:</b> some students will not know other words than what we show them, but they will still have choices of who to thank and what to say or write   |             |  |  |   |
| <b>Materials:</b> whiteboards, whiteboard markers, erasers, PPT   |             |  |  |   |
| <b>Location:</b>  |             | <b>Regular:</b> <u>  X  </u>                       | <b>New:</b> <u>    </u>  | <b>Outside:</b> <u>    </u>   |
| <b>Need extra help?</b>   |             | <b>No.</b>   |  |   |
| Time  | Interaction | Stage & Aim  | Procedure  | Material  |
| 3 min   | T<Ss        | Hook   | <p>Show a short clip of children learning how to say thank you in different languages through song then lead students to sing and say Thank you in English, Japanese, Chinese, and one more time in English.</p> | <p>Video clip, PPT slides with the words to my part of the song</p> |

|                                   |        |                           |  |  |
|-----------------------------------|--------|---------------------------|--|--|
| 10 min                            | T<>Ss  | presentation              | <p>What do friends do for you?<br/>How do you say thank you?<br/>Show students things that classmates and friends do for each other, have students tell me, then have students add their own responses. <b>Teachers demonstrate saying thank you to someone for something.</b></p> | PPT,<br>Chalkboard                         |
| 5 min                             | Ss<>Ss | oral practice             | <p>Have students practice saying thank you to each other for something. "Thank you for..."<br/><b>Teachers walk around and make sure everyone has thanked someone at least one time.</b></p>   | PPT slide showing choices (or a word bank) |
| 7 min                             | T<>Ss  | presentation part 2       | <p>Show what family can do for you. Go through some pictures of what they might do, have students say them and come up with a few of their own.</p>  | PPT,<br>chalkboard                         |
| 10 min                            | Ss<>Ss | writing and oral practice | <p>Students practice writing a quick note to a family member on the whiteboard. Students will be called up to role play. <b>Teachers will walk around and give ideas to those who need it and ask those who look finished to read to them.</b></p>                                 | white boards and markers                   |
| 3 min                             | T<<S   | wrap-up                   | <p>Make sure everything has been collected and put away.<br/>Let students know what to bring next week - pencils, colored pencils</p>  |  |
| <p><b>Board Plan:</b><br/>N/A</p> |        |                           |  |  |

## Wensheng Elementary School Grade 3 Semester 1 Lesson Plan

### Unit 5: Participate in household chores and share experiences and feelings about interacting with one's family

**Lesson 1 – duration: 40 minutes. Teacher: Jimmy.**

This lesson is the first in a three-lesson unit. Its purpose is to introduce the topic of chores in a positive manner, while providing lots of practice for the new vocabulary. The eight vocabulary items each consist of a verb and a noun – most of which are unfamiliar to many students – so they require lots of practice. The main activity provides students with a great opportunity to use practical questions and answers in a fun and engaging setting.

The later lessons in the unit further explore what chores students do at home and how they help their families and households, and also practice some chores to build confidence and positive attitudes towards chores.

Content:

- Wash the dishes, set the table, mop the floor, take out the trash, fold the laundry, water the plants, feed the dog, make the bed
- Do you wash the dishes? Yes, I wash the dishes. No, I don't wash the dishes.

| Time | Activity   | Materials                         |
|------|--|-----------------------------------|
| 15   | <p><b>Introduce topic</b></p> <ul style="list-style-type: none"> <li>• Ask class about their families – do you have a good family? Nice grandma, grand, brothers and sisters? Is your mom good? Does she cook you food, take you to fun places, etc.? Does your dad buy you things, play with you, etc.?</li> <li>• What do you do to help your family? There are a few things we can do to make everybody happy at home.</li> </ul>   |                                   |
|      | <p><b>Introduce vocab – matching game</b></p> <ul style="list-style-type: none"> <li>• Introduce chores with picture flashcards first, asking “Do you wash the dishes?” then place on board</li> <li>• Students place word flashcards under their pictures</li> </ul>  | Word flashcards<br>Pic flashcards |
| 10   | <p><b>Practice vocab – race car game</b></p> <ul style="list-style-type: none"> <li>• Reversed flashcards are shown to students as they're placed along the top of the board, then shuffled</li> <li>• Race cars are assigned to teams and placed down the left side of the board</li> <li>• Teams guess each flashcard in order to advance their cars</li> </ul>  | Reversed flashcards<br>Race cars  |
| 15   | <p><b>Practice question and answer – battleship game</b></p> <ul style="list-style-type: none"> <li>• Demonstrate game by playing against the class, then students play in groups</li> <li>• Two students share a board with a shield to block the two competing students' view. Place three counters on chores.</li> <li>• Guess other team's chores by asking “Do you wash the dishes?”</li> <li>• If there is no counter on that chore, say “No, I don't wash the dishes.”</li> <li>• If there is a counter on that chore, say “Yes, I wash the dishes” and remove that counter.</li> <li>• The first team to guess all the others' counters wins.</li> </ul> | Boards<br>Counters                |