

CEP Lesson Plan W8-T

Teacher/s: ___Peggie & Yuki___

Level: I2 Date/Time: 10:00-12:00

Goal: Ss will able to use the modals in the correct format; to understand the format of formative letter

Objectives (SWBAT):

Students **Will Be Able To...**

1. practice giving some advice to someone by using the target modals.
2. gain the knowledge about New York by hearing some advice from classmates.
3. understand the format of formative letter by completing the activity.
4. analyze their own classmate's grammatical errors by looking at the self-edit worksheet.

Theme: Giving survival advice in New York; Writing activity of how to write the formative letter.

Extensions: Homework; Needs analysis for the final week.

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<i>Review or Preview (if applicable)</i>	<i>Linking & Transitioning to rest of lesson:</i>	<i>(for example: SS-T)</i>	
<i>Activity 1: Role-play</i> <i>Transition to #2: So far, we have been learning how to verbally give advice to your peers. Today, we will learn in</i>	<i>1.1 Pre-Stage: Role-play</i> “Pretend your friend just moved to New York. What kinds of problem can you think of? You can refer from your own experience”. Possible problems: Living Restaurant Transportation <i>1.2. During Stage: giving pieces of advise and suggestions</i>	T-Ss	5

<p><i>the written version called formative letter.</i></p>	<p>“Can you think of any pieces of advise for your friend? OR any suggestions?”</p> <p><i>*T will encourage Ss to use should, had better or might want to.</i></p> <p><i>**T will ask three students to write the advice on the board.</i></p> <p><i>***T will circle the modals to receive an additional attention from students.</i></p> <p><i>1.3 Post-Stage: New York</i></p> <p>“Let's do make some role-play about moving in New York”.</p> <p>A will be the new visitor in New York. B/C will be the expert about New York.</p> <p>“A can ask any questions about New York. Does not have to be the problems. You can ask about the hidden spot or restaurant in New York. And B needs to answer the questions. Don't forget to use modals that we covered :)”</p> <p><u><i>Tangible Outcome & T. feedback/peer feedback: Creating their own scenario will guide students to discuss and share their thoughts.</i></u></p>	<p>Ss-Ss</p> <p>Ss-Ss</p>	<p>5</p> <p>25</p>
<p>Activity 2: Writing</p>	<p><i>2.1 Pre-Stage: Formatting</i></p> <p><i>T will introduce how to write the formative letter.</i></p> <p>“Today, we are going to learn how to</p>	<p>T-Ss</p> <p>Ss-Ss</p>	<p>5</p>

<p><i>Transition to #3: Do you remember we had homework yesterday....?</i></p>	<p>write the formative letter. Let's take a look at the organization. Where do we put the date? Where do we put greeting?"</p> <p><i>2.2. During Stage: Finding out the ideas.</i></p> <p><i>T will list the three important points on board.</i></p> <p>"In pair, find out the following points. 1. The problem 2. General information of advice 3. Detailed information of advice."</p> <p><i>2.3 Post-Stage: Writing with pair</i></p> <p><i>Ss will write a letter about the current problem that they are willing to hear a piece of advise from classmates. (ppt: self-edit)</i></p> <p>"Today, we would like you all to write a formative letter. BUT this time, you are going to work with your pair. With your partner, think of one problem and add some details of why you are having that problem".</p> <p><i>T will ask Ss to exchange their letter to other group.</i></p> <p><i>T will distribute a self-editing worksheet.</i></p> <p>"With your partner, check the grammatical structures by using this self-editing worksheet".</p> <p><i>T will ask Ss to write a piece of advise in regard to the problem that they</i></p>	<p>Ss-Ss</p> <p>Ss-Ss</p> <p>Ss-Ss</p>	<p>10</p> <p>30</p>
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	<p><i>received.</i></p> <p>“Now I want you all to write some advice based on the letter you received. Before you give it back the letter to your classmate, use your self-editing worksheet and double check with your grammar”.</p> <p><u><i>Tangible Outcome & T. feedback/peer feedback: Allowing students to double check the writing by using self-edit, students will have chance to evaluate their own writing as well as their classmate's writing.</i></u></p>		
<p>Activity 3: Homework</p> <p><i>Transition to #4:</i></p>	<p><i>3.1 Pre-Stage: Checking the homework</i></p> <p><i>T will ask Ss to check their homework with partners.</i></p> <p>“Do you remember we had homework yesterday? Really quick, check with your partner but ONLY check the first homework.”</p> <p>“If you found the different answers, DO NOT erase it, write it over. Keep your original answers”.</p> <p><i>3.2. During Stage: Checking the homework</i></p> <p>“Now, check the answers for the second homework. Again, keep your original answers”.</p> <p><i>3.3 Post-Stage: Review</i></p> <p>T will go over some important points based on the students’ errors.</p>	<p>Ss-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	<p>5</p> <p>5</p>

	<i>Tangible Outcome & T. feedback/peer feedback: Ss can develop their discussion skill by exchanging their answers and their own opinions.</i>		
Wrap-up	<i>Lesson Evaluation Procedures: Exit Ticket Ss will write two take-away from today's lesson.</i>		

Materials:

PPT

Worksheet: Formative letter

Anticipated Problems & Suggested Solutions:

Problem- Ss might difficulty understanding the format of formative letter.

Solution- T can give the example by using the letter on the textbook.

Contingency Plans (what you will do if you finish early, etc.):

Post-Lesson Reflections:

Activity 1- Reading

We divided the students into 4 groups and asked them to summary the part we assigned. Also students were asked to write on the aboard. While the discussion, students were able to actively exchange their own thoughts. In addition, allowing students to write on aboard gave everyone to observe some grammar errors, which was a good practice for them to enhance the self-correction skill.

Activity 2- Role-play

New York related topic provided an easier time for students to discuss and exchange their own opinions and thoughts.

Students were able to develop their critical thinking skills and speaking skill by actively participating in the activity.

Activity 3- Writing

By introducing the format for formative letter, students were able to learn the different types of writing other than academic writing.

Due to the time limits, we were only able to cover the pre-stage.