

## Lesson Plan for a Listening Class

Student Learning Outcomes: By the end of the lesson, students (Ss) will be able to listen to a conversation about party planning and understand the details, such as time, location, and etc.

Age/level of students: Elementary school ESL Ss (4 to 6 graders) in Hawaii/low-intermediate

Time: 50 minutes

Target language: Vocabulary words related to party planning such as “wh-” question words

Context: “Be going to” pattern and “wh-” question words were taught in the previous class.

Materials: PowerPoint file, audio file for listening activity, crayons, and worksheets (a set of pictures, a chart, etc.)

Stage	Time	Procedures	Interactions	Purposes/Rationales
Pre	15 min.	<ul style="list-style-type: none"> <li>Greeting with a greeting song (Material 1: Greeting Song)</li> </ul>	T-Ss, Ss-T	<ul style="list-style-type: none"> <li>To engage Ss in class</li> </ul>
		<ul style="list-style-type: none"> <li>Ss will individually draw a picture of a party that they liked the most in their home country. (Material 2: Favorite Party)</li> </ul>	Individual work	<ul style="list-style-type: none"> <li>Individualization/Affective/Intertextual Dimension</li> </ul>
		<ul style="list-style-type: none"> <li>With their partners in pairs, Ss will talk about their favorite party with the picture that they just drew.</li> </ul> <p>Example questions: What party was it?, What did you do/eat at the party?, Who came to the</p>	S-S	<ul style="list-style-type: none"> <li>Cross-Cultural/Social Dimension</li> </ul>

party?, When was it?, Where was it?,  
and Why did you like it?

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During 1 10 min.

● T will ask questions based on pictures.

Example questions: Who's in the picture,  
What do you see in the picture.

● Ss will be given a set of pictures in a random order. They will get a few moments to look at it to predict what the listening is about. (Material 3: Pictures)

individual  
work

● Visual-supported activity

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● Ss will listen to the audio file for the first time. While listening, they will put the pictures in order individually.

individual  
work

● Visual-supported activity  
● Top Down Approach

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● With their partners in pairs, Ss will check their orders. Then, they will check the correct answer from the PowerPoint slide (PPT).

S-S, T-Ss

● Process Approach  
(evaluation)

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During 2 15 min.

● To review “wh-” question words, T will show a picture on the PPT and ask questions with “wh-” question words.

Ss will answer them as a class.

Example questions: Who's in the picture?, Where is she?,  
When is it?, and What is she doing?

T-Ss

● To review grammar from last class  
for next activity

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● Teacher (T) will provide Ss a worksheet that has a chart with “wh-” question words. (Material 4: “Wh-” Chart)

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		<ul style="list-style-type: none"> <li>● Ss will listen to the audio file for the second time. Ss will fill out the chart with information from the listening</li> </ul>	individual work	<ul style="list-style-type: none"> <li>● Use of questions <ul style="list-style-type: none"> <li>● Top Down Approach</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>● Ss will check their answers with peers (in groups of four).</li> </ul>	Ss-Ss	<ul style="list-style-type: none"> <li>● Process Approach (evaluation)</li> <li>● Social Dimension</li> </ul>
		<ul style="list-style-type: none"> <li>● Ss will listen to the audio file for the third time. While listening, they will review their answers individually. Then, they will check their answer from the PPT.</li> </ul>	individual work	<ul style="list-style-type: none"> <li>● Process Approach (evaluation)</li> </ul>
Post	10 min.	<ul style="list-style-type: none"> <li>● Based on the information from the listening, Ss will be making a creative party invitation card. A basic template will be provided for this. (Material 5: Invitation Card Template)</li> </ul>	individual work	<ul style="list-style-type: none"> <li>● Individualization/ Contextualized Dimension</li> </ul>
		<ul style="list-style-type: none"> <li>● Ss' work will be displayed on the classroom wall later.</li> </ul>	none	<ul style="list-style-type: none"> <li>● Affective Dimension</li> </ul>