

English Teaching Program Lesson Plan Template

Topic	Unit 3 What does he need?	Date	2023/04/24	Time	40 minutes
Book	N/A	Grade(s)	5	Teacher(s)	Kara (LET), Kayla (ETF)
Learning Objectives (SWBATs)					
<ul style="list-style-type: none"> SWBAT identify items vocabulary SWBAT ask and answer, “What does she/he need?” and “She/He needs _____” 					
Teaching Materials					
<ul style="list-style-type: none"> Technology: smartboard/ computer/ microphone/ Google Slides Backpack worksheet & (optional) coloring materials 8 different scenario cards 					
Basic Vocabulary / Sentence Patterns					
<ul style="list-style-type: none"> Sentence Pattern: What does she/ he need? She/ he needs _____ . Other grammar structure: What do you need? I need _____ . Vocabulary: a tablet, a smartphone, gloves, a robot, an umbrella, a watch (smartwatch), sunglasses 					
Procedures				Mins	Materials/Tools
I. Warm up Welcome the students to class and take attendance. Tell them to open their student books to Unit 3.				3	
II. Introduction (Presentation) Introduce each of the new vocabulary words from Unit 3. Teach the sentence patterns. Point out the differences in grammar structures when using pronouns “she/he” and “I”.				7	Google Slides
III. Activities (Practice/Production) Play a PPT game called “Pokémon Shuffle”. In this game, students track the pokéballs as they are shuffled and figure out where the Pokémon is. The students make their guesses by writing the word or sentence under the ball. The students are allowed to use their books for this activity. Each table member will take turns writing their answers on their whiteboard. LET will assist by keeping track of the points if they guess correctly. Teachers will check carefully for proper grammar and spelling.				10	Whiteboard/ Markers

<p>IV. Assessment (Production) Each student will receive one worksheet. Every table has a different picture/scenario (8 total). The table members will have 2 minutes to turn to each other to talk about what is going on in the image and figure out what the person pictured needs. After discussion, students will then begin their writing and drawing. The teacher will emphasize that the person must use at least one of their vocabulary words.</p> <p>V. Closure Students will have until the end of class to finish the worksheet.</p> <p>VI. Optional Extensions and Adaptation Each table will come to the front to present. The class will see the table's scenario first and make guesses on what the person pictured needs. The table members turn their papers around and share what their drawing and writing. This is an activity that can continue the next class we meet.</p>	<p>15</p> <p>5</p>	<p>Worksheet / Scenario Card</p>
Reflection		
<p><i>What went well? What didn't? What would you change?</i></p>		