

**Partner: Katie Brooks**

Lesson Plan Format for the Warm-up Activity TESL 3010

**Class Profile**

*Who are your students? What assumptions are you making about your students?*

Our students are studying Teaching English as a Second Language program at Thompson Rivers University. Students know how to read, write and understand English at an intermediate and advanced level. Most students are native English speakers.

**Goal(s)**

*At the end of the activity, students will be able to...*

Differentiate between effective and non-effective language learning tasks. Students will be able to test their learning comprehension and ability to describe an image using sentences. This activity will strengthen vocabulary, sentence formation, and listening comprehension.

**Materials**

Computer, microphone, and access to a camera.

**Procedures**

Timing	What are the teachers doing?	What are the students doing?
Introduction and Instructions: 2 minutes	We will be explaining what a language- learning task is. The two main objectives of the learning task.	Students will be listening to the objectives and the instructions to complete the required activities.
Activity A: 3-4 minutes	Ask students to watch the short video and then we will ask students two questions based on the video and have an open discussion afterwards.	Students will watch the video provided, listening carefully making sure students can answer the questions provided. Students will then participate

		in a classroom discussion to see who understood and who did not. Students are participating in a listening comprehension task.
Activity B: 1 - 2 minutes	We will ask students one at a time to guess a letter to play the game displayed in activity 2. One hint will be provided for the class if needed.	Students will work as a team to guess the missing letters to formulate the word. Students will guess one at a time.
Activity C: 1 minute	We will ask students to work individually and share their thoughts on shared notes. We will monitor the sentences being written and watch for any mistakes. We will then facilitate a discussion within the classroom.	Students will be required to analyze the image shown on activity C and form sentences using 'there is' or 'there are'. Students will write their sentences under shared notes to allow for a short discussion afterwards.
Conclusion: 1-2 minutes	We will ask the students to participate in the poll to determine what students thought which activities were effective and which activities were not as effective. After the poll has been done, we will have an open discussion and we will provide feedback as to why some activities were more effective than others.	Students will answer 'yes' or 'no' questions on the poll. Students will then be asked why they think the activity was effective or not as effective.

**Assessment**

*How will you know if your goal has been met?*

Our goal will have been met if students can differentiate between the effective and non-effective tasks as well as if students correctly answer the listening comprehension

questions from activity A.