

## Lesson Plan: Unit 4 “What were you doing?”

1. Information			
Name: Sheli Squire	Subject: English	Grade: 8	Topic: Unit 4
Dates: October 19-23		Length of Classes: 45 minutes	

2. Goals	3. Content
book 3 (grade 8), unit 4	<i>o'clock, quarter past/after, half past, quarter to</i>
past tense	<i>What time is it? It's (minute) (after/to) (hour).</i>
telling the time	changing verbs into past tense

4. Learning Context
<p>A. Students</p> <ul style="list-style-type: none"> <li>review how to tell the time (draw a clock on the board)</li> <li>special needs students can join in as their comprehension levels &amp; participation abilities allow</li> </ul>
<p>B. Environment</p> <ul style="list-style-type: none"> <li>large classroom of 6 tables with stools</li> <li>students can make their own pairs/trios (2 groups per table)</li> </ul>
<p>C. Resources / Materials Needed</p> <ul style="list-style-type: none"> <li>unit 4 picture hints (printed, cut out, mounted randomly on back walls)</li> <li>student handouts (1/2 A4 paper for each group)</li> <li>group number lanyards (1-12), placed on the tables (2 per table)</li> <li>unit 4 answer key PPT</li> </ul>

5. Lesson
<p>A. Introduction</p> <ul style="list-style-type: none"> <li>How were your big tests?</li> </ul>
<p>B. Teaching</p> <ul style="list-style-type: none"> <li>draw a clock on the board, using different colors for “after/past” and “to;” talk about “quarter,” “half,” “o'clock”</li> <li>Look at the clock. What time is it? What's another way to say that?</li> </ul>
<p>C. Consolidation</p> <ul style="list-style-type: none"> <li>hand out worksheet; have students fill in their student numbers and group number</li> <li>groups choose one person to wear the group number lanyard; only that member can go to look at the pictures</li> <li>other members must write the words and times on their worksheet</li> <li>remind students to use the vocabulary and past tense verb lists at the back of their textbooks</li> </ul>
<p>D. Application</p> <ul style="list-style-type: none"> <li>lanyard students go back and forth to the back to look at the pictures; I stay at the back to help explain the pictures and maintain order</li> <li>sitting students listen and write the missing words and times; CT stays in that area to help and maintain order</li> <li>if students finish, bring the worksheet to me to check for errors</li> </ul>

6. Reflections
<p>A. Learning</p> <ul style="list-style-type: none"> <li>Almost all the students were very excited to do this exercise!</li> <li>Students mostly tried to do it all in English, instead of reverting to Chinese.</li> </ul>
<p>B. Lesson Procedure</p> <ul style="list-style-type: none"> <li>The activity took 30 minutes or more, so there wasn't enough time to check the answers during this class time. (We checked the answers in the beginning 10 minutes of the next class.)</li> <li>For lower level classes, it would have helped if I'd gone over the pictures before we started, or if I'd put example phrases or sentences at the back or on the board.</li> </ul>

- The pictures should have been larger, to be more easily understood by the students.

#### C. Students

- Some low-level students were confused, so needed a lot of help from teachers.
- Initially, I made the worksheets too difficult, so I had to add letters and hints to make it a bit easier. I also gave more concrete answers and some full sentences while standing at the back and pointing to pictures, which helped the lower level students a lot.
- Many groups didn't finish their pages before the end of class, but some finished very quickly.
- If groups had at least one high English-level student in each group, or if the groups were more evenly divided level-wise, the activity would have gone more smoothly.