

Date: 1/23/2017

**SWBAT:** listen to a series of speeches and describe them using new adj; then Ss will give a speech using one of the techniques they heard during the class **Homework:** Think about role models; research tongue twisters; “Uhms”

Time EST	ECRIF/ PDP	Procedure/Steps Detailed Procedure/Steps (include directions and CCQs)	Objectives of each activity	Interaction dynamic T-S/S-S	Material Aids	VAKT
10min a	E	Writing: “Today I want to improve my:…” Tear a sheet of paper, write one sentence, fold and tuck	To settle students into the classroom, allow late students to come in	s	paper	VAT
30min s	E	“?” ask questions “Why are you studying English?”	To acquaint myself with the students, learn why they are here, find out what they know (level), and memorize their names	t-s	board	VA
5mins	E	“The Four Language Modes” Elicit how we acquire and produce language Explain the focus per day of the week; Today is Listening, tomorrow Speaking, Wednesdays Reading, Thursdays Writing	Students will familiarize themselves with the course; schema building	t-s	board	VA
5mins	Pre	Introduce “three speeches”; ask students what they pay attention to when listening to a speaker; elicit: body language, diction, volume, prosody, tone, mood, speed...put on board. Then find other adjectives.	Schema, and FOWTAK	t-s	board	VA
30min s	D	Watch 5 mins of “Obama Farewell Address,” discuss; watch 5 mins of “Trump Inauguration,” discuss; watch 2 minutes of “hilarious politician worst speech,” discuss. If there is time, ask for a recommend video. <b>STUDENTS SHOULD BE TAKING NOTES</b>	For Ss to actively listen, learn new vocabulary, and critically think about communication	S	Board, laptop, youtube	VAT
5 mins	D	Students compare notes, discuss among themselves the positive aspects of speech (and negative)	For Ss to communicate the styles of effective/ineffective communication	s-s		VAT
5mins	D	“What is the three most important elements of effective communication?” “What are the three worst elements of ineffective communication?” Write	Ss will critically assess communication, referring to past experience	S		VAT

20 mins	BREAK	Explain the writing exercise when they come back (foreshadow these strip's importance)				
5mins	E	Writing: "Right now I feel..." Tear a sheet of paper, write one sentence, fold and tuck	To settle students into the classroom, allow late students to come in	S		T
20mins	D	SONG: Major Lazer – Cold Water T will pass out handout, explain song exercise (2mins), MODEL FIRST LINE (3mins), play song (3mins), compare partner (2mins), song again (4mins), compare partner QUICK (1mins), go over as class (5mins)	Ss will exercise their listening skills using a contemporary pop song	t-s s s-s	Laptop youtube	AT
15mins	D	VIDEO: "The Importance of Role Models, Kate Winslet" Ss will take out a sheet of paper and divide in half; they will take notes (one half: "How is she speaking?" other half: "What is she speaking about?") (2 minutes); play it, listen for <i>how</i> (4mins); discuss as a class (3 mins); play again, listen for <i>what</i> (4mins); discuss among themselves (2 mins)	Ss will critically listen to an actress speaking about Role Models (preparing them for the formative)	t-s s s-s	Laptop Youtube	VAT
5 mins	Post	"What are the three most important elements of effective communication?" "What are the three worst elements of ineffective communication?" Write, Edit, T will correct	Ss will begin to consider how they can improve their speaking	S		T
5mins	Post	Cocktail party Ss will stand up and ask other students what their 3/3 communication elements are, and write them down on their sheet of paper	Ss will have a chance to share the communication elements they would like to improve, while also practicing listening skills	s-s		VAKT
Bonus 5 mins	Post	Present in front of class	Ss will have a chance to implement their target element	s-s		VAKT
HOM EWO RK		"Tongue Twister?" "Who is your Role Model?" "Oh," "Uh," "Um" (Listen to these when people speak; avoid them yourself)				

