

Date: October 16, 2015		How often do you go rock climbing- Dialogue		
<b>Objectives (Students will be able to):</b> Students will recall vocabulary about sports and activities. Students will practice their listening skills by listening to a dialogue and filling in missing information. Students will utilize the information in the dialogue to write about what they do in their free time.		<b>Materials:</b> <i>Whiteboard</i> <i>Whiteboard markers</i> <i>Dialogue Handout: How often do you go rock climbing?</i> <i>Textbook</i> <i>Charades cards</i> <i>CD for textbook</i> <i>Speaker</i> <i>Dictionary</i>		
Skill/ Learning Style	Lesson Step	Time 80	Teaching/Learning Activity	Materials
S-L K-V-O	Warm-up <i>(with vocabulary review)</i>	20 mins	- T starts the class by asking a student to write the date on the board. Practice pronunciation with a few ss.  - T writes <b>sports</b> and activities on the board and then elicits sports and activities from the ss. Ss write the vocab on the board creating a list (be sure to include the word <b>rollerblading</b> and <b>rock climbing</b> ). T practices pronunciation with the ss. Then T explains the game charades. Do you know the game charades? We are going to act out the sport without talking. T shows envelope with previously prepared sports vocabulary. T tells ss they have to guess the sport or activity. Model example using a word on the board. Ask for volunteers or choose ss to act out. Play for about 5-10 minutes. T tells ss to copy down the vocabulary words on the board into their notebooks.	Whiteboard Whiteboard marker Charade cards
S-L V-O	Introduction <i>(pre-listening)</i>	20 mins	- T asks ss "What do you like to do in your free time?" ( <i>write question on the board</i> ). Elicit answers from ss. After eliciting a few answers, ask ss <b>how often</b> they do an activity ( <i>write how often on the board</i> ). Model examples, always, sometimes, never, <b>once a week</b> ...  - T asks ss to open their books to page 34 and look at the picture. "Who is in the picture? Where are they? What are they doing? Is it hot or cold outside? Do you <b>enjoy</b> rollerblading? ( <i>write enjoy on the board and discuss meaning</i> )"	Whiteboard Whiteboard markers Textbook

<p>L-W-R V-A</p>	<p>Detail comprehension (listening)</p>	<p>30 mins</p>	<table border="1" data-bbox="618 222 1403 296"> <tr> <td>couch potato</td> <td>enjoy</td> <td>how often</td> <td>rock climbing</td> </tr> <tr> <td>read</td> <td>watch TV</td> <td>rollerblading</td> <td>guess</td> </tr> </table> <p>- T shows the ss the dialogue and points to the pictures. Elicit information about the pictures then point to a blank. Elicit the word <i>blank</i> and <i>fill-in</i>. Write fill-in the blanks on the board. Point out the words in the word bank. Repeat pronunciation of the words. T tells ss that they will use the words in the word bank to fill-in the blanks. T explains that ss will listen 3 times (depending on what the T determines is necessary). Check comprehension: "How many times will you listen? What do you have to do? What words will you use? Any questions?"</p> <p>- Play the dialogue using the CD 3 times. If the ss still don't seem to understand, T reads the dialogue at a slower pace.</p> <p>- Ss check the answers by writing them on the board. T asks if it was easy or difficult. T explains that ss will circle any new words in the dialogue. Make a list of words on the whiteboard. Have ss look up the words in their dictionary and add the new words to the word wall and their notebooks. If ss can't find the definition, T acts out or explains the word to the class.</p> <p>- T asks if there are any other words or phrases the ss don't understand.</p>	couch potato	enjoy	how often	rock climbing	read	watch TV	rollerblading	guess	<p>Whiteboard Whiteboard markers CD for textbook Speaker Dialogue handout Dictionary</p>
couch potato	enjoy	how often	rock climbing									
read	watch TV	rollerblading	guess									
<p>L-S-W</p>	<p>Main idea/Global comprehension (post listening)</p>	<p>10 mins</p>	<p>- T asks ss to open their books to page 34 and individually complete the 5 comprehension questions. Check answers on the whiteboard.</p> <p>- T explains that ss will write a short 150-word paragraph about what they do in their free time. Model the beginning of the paragraph (<i>In my free time, I like...</i>). Elicit possible answers from the ss. "What form of the verb do you use after like?" Remember to include <b>how often</b> you do the activity or sport. Elicit free time activities from ss and how often they do the activity. Write example on the board. Check comprehension.</p> <p>- Ss will finish the paragraph for homework.</p>	<p>Whiteboard Whiteboard markers Textbook Notebooks</p>								
<p>L – Listening S – Speaking R – Reading W - Writing</p>	<p>V- Visual O – Oral A – Aural K – Kinesthetic</p>		<p>- If there is not enough time to look up the words or answer the comprehension questions, it will be assigned for homework.</p> <p>- Paragraph will be assigned the following week as a journal assignment.</p> <p><b>Evidence of learning:</b> Students create a list of vocabulary words on the board, answer teacher's questions about free time, fill-in the dialogue worksheet, and write paragraph.</p>									

