

LESSON PLAN: WHAT HAPPENED?






Class: SPAN 130 (Tuesday, Sept. 25th, 2012) WLH 114 **Number of students:** 17

Main objective: Students will be able to recognize the preterite form and use it in narrating daily routines in the past.

Materials: 1. Blackboard. 2. Powerpoint (images and video). 3. Textbook. 4. Worksheet.

Note I: the previous day students were exposed to the vocabulary related to daily routines.

Note II: the written activity that the students produced will be revisited later in the week and they will rewrite the report using both the preterite and the imperfect.

Topic/Task	Time	Description	Skill	Interaction	Culture
“What happened yesterday?” <i>Warm up</i>	3 min	-Teacher states briefly what happened yesterday (in class, in her life, in the world). Then, she asks students to talk in pairs about the topic.	Listening Speaking	T → S S ↔ S (T)	 Personal culture L1/L2 culture
Opening statement/Review: Yesterday we say how our daily routine was. Today, we are going to see what happened to other people...					
“What happened yesterday to...?” <i>Brainstorming</i>	3 min (6 min)	-Teacher shows the Images in the ppt. - Students create sentences related to the images in pairs They share them with the class	Listening Speaking	S ↔ S (T) SS → SS (T)	 Background knowledge
“When was the last time we...?” <i>Interview</i>	4 min (10 min)	-Students interview each other	Listening Speaking	S ↔ S (T)	 Personal culture
“Preparation homework” <i>Consensus achievement/ Peer review</i>	4 min (14 min)	-Students contrast their answers to the homework. If there is some variation they debate and decide on the best answer.	Listening Speaking Reading Writing	S ↔ S (T) SS ↔ T	 Background knowledge
“Ingrid’s daily life” <i>Structured input (VanPatten)</i>	Video: 1 min Task: 2 Reflect: 1	-Students are presented with a video (visual activity, no target language is used in the video) and decide what happens and what doesn’t	-Reading Speaking	S ↔ S (T)	 Background knowledge

	(18min)	Reflection: linking form and meaning			Mental schemata
"Ingrid and Otto" <i>Reading and understanding a letter</i>	3 min (21min)	-A volunteer reads the instructions and the letter. -Comprehension check (class -centered rather than teacher-centered)	Reading Listening	S → Class SS ↔ SS (T)	✓ Background knowledge Mental schemata
"Otto's reaction" <i>Improvising a dialog</i>	Rehearse: 5 min Acting and feedback: 5 min (31)	- Students improvise a dialog in pairs - 3 pairs volunteer to enact it in front of the class	Speaking Listening	S ↔ S (T) SS → Class Class → SS	✓ Background knowledge Mental schemata
"Private detectives: What did Ingrid do that day?" <i>Write a report</i>	13 min: Writing (44min)	-Students write a report in group of 3-4 (they debate on the content and practice the preterite form)	Speaking Listening Writing	SS ↔ SS (T)	✓ Background knowledge Mental schemata
"Private detectives share their report" <i>Wrap up</i>	4min (48 min)	-Students share their reports with the class -Class gives feedback	Speaking Listening	SS → Class Class → SS	✓ Background knowledge Mental schemata
"What did we do in class today?" <i>Closure</i>	2 min (50 min)	-Students recap the content of the class	Speaking Listening	SS ↔ T	✓ L1/L2 culture