

## Lesson Plan on Skits

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Place: Ecole Arc-en Ciel

Date: November 17<sup>th</sup>, 2005

Students: 6<sup>th</sup> grade intensive

Previous lesson: Time

Aim: Students will review their vocabulary on directions

Objectives:

- Students will reinforce their cooperative roles in their groups
  - Teacher will remind Ss of the cooperative roles and write them on the board.
- Students will practice the basic vocabulary associated to giving directions
  - Ss will achieve this by doing a small activity called connect the dots.
- Students will be able to act out giving directions
  - Ss achieve this by working with their groups creating skits on different situations that the teacher gives them.
- Students will be using English within their groups
  - Through positive reinforcement the teacher encourages the Ss to use English in their groups.

Linguistic content:

- Vocabulary
- Prepositions
- Cooperative language

Anticipated problems

- The main problem of this activity is the Ss actually understanding what to do in the skits and preparing them.
  - The T must CAREFULLY model an example of how to do one skit so Ss know how to do the activity.

Materials needed

- “Connect the dots” activity
- 6 Skit envelopes
- Vocabulary and sentence sheet
- Picture new york

Pre-activity

Time	Activity	What the Teacher does	What the Students do	Rationale
20 mins	Connect the dots	<ul style="list-style-type: none"> <li>• T asks Ss if they remember the directions activity “Where Am I” (Show them the activity)</li> <li>• T asks them to remember what language functions they used when they did this activity. T writes this on the board.</li> <li>• T tells Ss that they will do a quick activity on giving directions called “connect the dots” with their eyes closed in order to practice the vocabulary on the board.</li> <li>• T MODELS activity (1)</li> <li>• T tells Ss to get with a partner and do the activity (they have 5 to 10 minutes to do it)</li> <li>• Once everyone is done T asks Ss if they used any of the language on the board</li> </ul>	<ul style="list-style-type: none"> <li>• The should recall the activity they did a week ago</li> <li>• Ss use background knowledge as brainstorming</li> <li>• Students will eventually get into pairs and practice using the language forms to guide their partner to the “finish line”</li> <li>• Ss listen and pay attention</li> <li>• Ss get with their partners and do the activity</li> <li>• Ss answer if they have or have not</li> </ul>	<ul style="list-style-type: none"> <li>• Going for students background knowledge by showing them an activity they are already familiar with</li> <li>• T clearly states the OBJECTIVE of this activity so Ss know why they are doing this</li> <li>• T models so Ss know what to do</li> <li>• T allows them to practice</li> <li>• T is evaluating and checking if Ss have reached the objective.</li> </ul>



		<p>group activities (2). T also asks if there are any questions.</p> <ul style="list-style-type: none"> <li>• When the modeling is done, T reminds students to take on their cooperative learning roles. T writes them on the board and directs attention to the back of the board</li> <li>• Once this is done T makes the groups and asks the materials manager to come pick up an envelop (5 groups of 5 and 1 of 4)</li> <li>• Each situation should take no longer than 10 minutes to create. Once the 10 minutes are over each letter group presents (Eg. A1 and A2 present their skits in front of the class, then B1 and B2, then C1 and C2) When A1 and A2 have finished the class votes on which one they liked better.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss say to the T what the roles are</li> <li>• Ss form their groups and assign each other roles and begin writing their skits.</li> <li>• Ss present their skits to the class. Other Ss not presenting vote on which one they liked better.</li> </ul>	<p>to do.</p> <ul style="list-style-type: none"> <li>• T reinforces their cooperative learning roles</li> <li>• T allows Students to present their skits so that T can evaluate their language and check if they know how to give directions.</li> </ul>
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Post- activity

Time	Activity	What the teacher does	What the Students do	Rationale
5 mins	Wrap-up	<ul style="list-style-type: none"><li>• T asks Ss if they enjoyed the activity</li><li>• T asks Ss to self-evaluate themselves on their usage of English while they were doing group work.</li></ul>	<ul style="list-style-type: none"><li>• Ss say their opinions and self-evaluate themselves on their usage of English when giving directions</li></ul>	



## Dialogue for teacher explanations

(1)

“Ok guys do we remember the activity we did with this map?” (T shows the map)

“Good (or we did this last week when Eliane was here too), so who can tell me what kind of language we used when we did this activity?”

- Students give examples of language

“Good answers guys, I’m glad you remembered all this, good job!” (If not all the sentences you want are there then fill them in.) Sentences you want: Go straight, turn left, turn right, next to, in front of, behind, across, go down, go up.

“So now we are going to do an activity called connect the dots.”

“The objective of this game is to guide your partner to touch each dot on the paper by giving them directions.”

“So you tell your partner to put their pencil on START, then tell them to close their eyes. Your job is to guide your partner so that they touch all the dots on their paper.”

“For Example, I am putting my pencil here on start, Emily tell me where to go so I can touch the next dot, give me the directions, use the board for help.”

-Emily tells me what to do using vocabulary on the board, if she can’t then ask some else to guide me.

“O.k. Thank you (S’s name) so when I’m finished then you switch roles with the partner. So (S’s name) take his/her paper, puts his finger on start, then the other partner gives the directions.”

“O.k.? Any questions? Who does not understand? (S’s name) what do you have to do?”

- check what the student says to see if they understood what they had to do.

Dialogue for teacher

(2)

“O.k. So now that we have reviewed some vocabulary for directions today we are going to imagine that we are actors. We are going to pretend to be other people.”

“This class will become a busy, busy city just like New York. Look at this picture of New York, isn’t beautiful? I wish I could live in New York”

“So today you are going to pretend to live in a big city like New York. You will have a driver and you will have to tell your driver how to get to a certain place in your big city.”

“But because this pretend city is soooooo big, I can’t put you alone with the driver, so I will put you with 4 or 3 other people. Together in a group you will explain to your driver how to get somewhere in the big city by giving him **directions**. But to do this we need the language and the vocabulary to tell our driver how to get somewhere.”

“So to help you tell your driver how to get somewhere I prepared a sheet for you”

-T passes the sheet around and goes over the vocabulary with the students. T tells them that what is in parentheses () can be changed for other words.

“Are there any questions about these words or sentences?”

“ Good so, what do we refer to for our language when we get into our groups?”

- Students should show or say the vocabulary sheet

“Yes, your vocabulary sheet” “Now, lets look at an example of how to do this activity”

“O.k. Each group gets one envelope. (T shows the envelope). And in this envelope you have different situations. Today we will start with situation # 1. So we take Situation # 1 and we read what it says with our group. It says: You are at your school in the city. Before coming home, your mom asked you to pass by the grocery store, the bakery, or the drugstore. Tell the taxi driver how to get to one of these places. You must tell him/her which streets to turn on, and what is the building next to it.”

“O.k. so Pierre-Olivier come here and bring your chair please. Thank you now sit down here in front of me. So P.O. is going to be my taxi driver today. Now, Jefferson come here please. OK come in the taxi cab with me please. (So we stand behind P.O. and pretend like we are in the taxi cab)

Ohhhhhhh, hello Mr. Taxi man, How are you today?

Wait for P.O. to answer

“Oh I’m fine thanks! We need to go to the drugstore before going home today so can you bring us there please?”

P.O. Should answer Yes

“ O.k. so go straight and at the next corner turn right.”

Ask Jefferson to give a direction: Example, Turn left at the stop

“Ohhhhhh look at that tall building on my left, woooooowwwwww!

AYYYYYEEEE! STOOOOOOOOOOPPPP...Mr. Taxi guy you passed the Drugstore!!

Can you go back two blocks please?”

O.k. O.k. Stop stop here the drugstore is on 5<sup>th</sup> avenue next to the pink and green building over there. Thank You Mr. Taxi man Have a nice day!”

“O.k. P.O. And Jefferson you can go back to your seats now. Thank you and good Job!

Ok so what happened here?”

So this is what you have to do:

- 1) Get in your groups
- 2) Choose your cooperative learning roles + send material manager to pick up materials. Today everyone, no exception is a spokesperson
- 3) Read Situation number 1
- 4) Create and imagine a story with your group for the situation
- 5) 10 mins to create a story not more
- 6) Present your skit to the class

O.k. So now who has any questions?

-T answers questions

Then T makes the groups using the sticks.

“Ok so groups A1 and A2 get ready to come in front. Look in back of the envelope to see which one is your group.”

O.k So A1 you go first and then A2 will go.”

“Good job guys!” “ Ok class now were are going to vote on which one was best. If you vote for A1 raise your hand... If you vote for A2 raise your hand.”

O.k. now group B1 and B2 get ready...

<p style="text-align: center;"><b>Situation 1</b></p> <p>You are at your school in the city. Before coming home, your mom asked you to pass by the grocery store, the bakery, <u>or</u> the drugstore. Tell the taxi driver how to get to one of these places. You must tell him/her which streets to turn on, and what is the building next to it.</p>	<p style="text-align: center;"><b>Situation 2</b></p> <p>You are all invited to go to the restaurant and decide to take the taxi there. Since the taxi driver doesn't know where the restaurant is, you must give him the directions. Because it took more time than expected, you arrive late at the restaurant. Apologize to the person who has been waiting for you to arrive.</p>
<p style="text-align: center;"><b>Situation 3</b></p> <p>A prince and a princess just got married. You and your team are radio announcers. As a team you must tell your listeners how to get from the city church to the reception hall.</p>	<p style="text-align: center;"><b>Situation 4</b></p> <p>Pick an object in the classroom and try to make your classmates guess what it is. Tell your classmates hints like: "it's in the back of the room", "it's next to the garbage can", "it's on the table." You must give at least 3 clues of where the object is.</p>
<p style="text-align: center;"><b>Situation 5</b></p> <p>You and your team decide to meet your other friends at the movies. You ask one of your moms to drive you to the movies. Explain to the mom driver how to get to the movies as fast as possible. You still get to the movies late. Apologize to your friends for being late.</p>	<p style="text-align: center;"><b>Situation 6</b></p> <p>You and your friends decide to go to the new mall that just opened. Explain to the taxi driver how to get to the mall starting from your house.</p>