

Chapter 9 Tasks – Visual Aids and Technology

TASK 3 – Essay

INSTRUCTIONS:

- Read the simplified lesson plan below.
- Complete the lesson plan by:
 - Inserting the visual aids you would add to enhance the lesson
 - Writing a brief rationale for each addition
 - Be sure to use at least one low-tech and one high-tech visual aid
 - If you do not choose to use a visual aid during a given step, explain why.
- Cite sources if needed.

Lesson Plan

Level: Advanced Adults

Number of Students: 9

Language Skill: Reading

Theme of unit: Animals/nature

Learning Objective: Learning to write descriptively, the exercise is designed to help them use words sparingly and select words that are meaningful / vivid

| Activity Stage | Instructions to Students | Visual Aids |
|---------------------|---|---|
| <i>Warm-up</i> | Does anyone know what a Haiku poem is? [Wait for students to answer] | Visual aids to add: -A book with different types of poetry. -Youtube video describing Haiku Poems |
| | | Rationale: Showing them there are different types of poems and keep students engaged |
| <i>Introduction</i> | Show some examples on the board or overhead. <i>Examples...</i> <i>Students like rainbows</i> <i>generously cross our path</i> | Visual aid to add: another short video about Haiku and cut outs of nature or animals (bugs) from a magazine. |

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| | <p><i>dissolving in warmth.</i></p> <p>-Bea Lawn</p> <p><i>Freeway overpass--</i></p> <p><i>Blossoms in graffiti on</i></p> <p><i>fog-wrapped June mornings</i></p> <p>-Michael R. Collings</p> <p><i>Silence--a strangled</i></p> <p><i>Telephone has forgotten</i></p> <p><i>That it should ring</i></p> <p>--Michael R. Collings</p> | <p>Rationale: More videos will confirm the students understanding of what a Haiku is. The Low visual items are to continue to give students information that stimulates more senses.</p> |
| <p>Presentation</p> | <p>Explain the following</p> <p>Contains nature or seasonal reference</p> <p>Conveys a message appealing to one of 5 senses--using very few words</p> <p>Has 3 lines read as one sentence with syllables of 5-7-5</p> <p>Contains contrasting elements</p> <p>Does not always seem complete</p> | <p>Visual aid to add:</p> <p>-a typed up Haiku poem written by the teacher with cutout of magazines for the words of the poem and cartoon pictures that reflect the poem.</p> <p>Rationale: The teacher continues showing imagery that shows contrast of the lines of poems, to keep class motivated and encouraged.</p> |

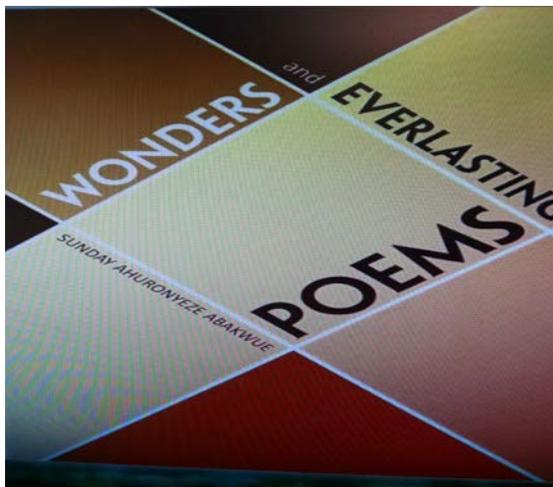
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| <p>Prepare</p> | <p>Now it's your turn!</p> <p>What should you write about?</p> <p style="padding-left: 40px;">Something on your mind lately... A topic that you react strongly to For example, happy, sad, funny, or frustrating Classes, work, relationships, others....? [Write some ideas on the board as students share]</p> <p>If you can't think of a personal example, be inspired by nature! Think of a peaceful natural setting and write about that.</p> | <p>Visual aid to add: None other than the blackboard.</p> <hr/> <p>Rationale: The students have had a few examples and now there is more discussion about ideas on what to be focused.</p> |
| <p>Production</p> | <p>I will give you 10 minutes to brainstorm ideas, and 10 minutes to write your Haiku. Then you will share with others and turn it in after you edit it, if needed.</p> <p style="padding-left: 40px;">Take notes to brainstorm... Circle the ideas you like best...Think of adjectives and nouns that describe your idea through at least one of the five senses ... sight, smell, taste, feel, or sound</p> <p>Time to write!</p> <p style="padding-left: 40px;">Write your Haiku-</p> | <p>Visual aid to add: Lots of magazines will be available to students, specifically National Geographic and Wildlife, other magazines are placed out as well in case students would like to cut out the words of their poem.</p> <hr/> <p>Rationale: The magazine with continue to serves as motivation, inspiration visualization.</p> |

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| Wrap-up | Share with a classmate; make sure you can point out important characteristics of your Haiku; and edit it for spelling or vocabulary. Submit final revision at the end of class. | Visual aid to add: NONE |
| | | Rationale: students have the magazines they have cut out of and used pictures and words to make their poem |

<http://examples.yourdictionary.com/what-are-different-types-of-poems.html>



Deck, Ray III “An Explanation of Haiku (with 10 Examples)”. YouTube. 2013, February 4.

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METEOR SHOWER

A gentle wave

Wets our sandals



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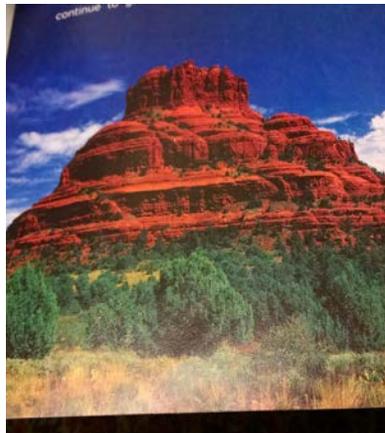
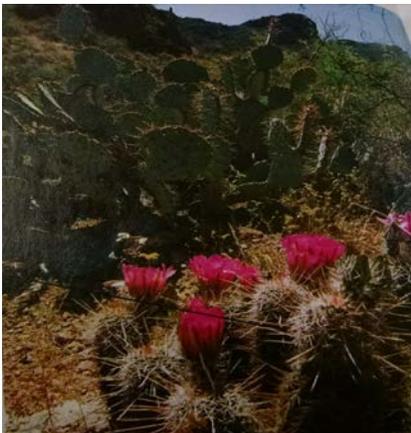


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Ring, Susan. “Butterflies and Moths”. Macmillan / McGraw-Hill



Greene, May. “The Southwest”. MacMillan / McGraw-Hill.

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TASK 4 – Lesson Planning – Designing Activities around a Video

Here is a short video featuring common language used in a restaurant:

<https://www.youtube.com/watch?v=Gxd6LshVU8A>

Review the video and explain how you would design a lesson plan around it. Describe additional visual aids you would bring to it. Complete the right-hand column of the following chart to describe your plan. The first three rows have been completed for you.

Lesson plan template to complete:

| | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----------------------------|-------|---------|-----------|------|------|------|-------|------|-----------|-------|-------|------|-------|------|-------|-----------|------|-------|-----------------------------|
| Level: | <i>Beginning</i> | | | | | | | | | | | | | | | | | | | | | |
| Aim: | <i>To introduce and practice common phrases used in a restaurant</i> | | | | | | | | | | | | | | | | | | | | | |
| Assumptions: | <p><i>Some previous food vocabulary acquired, such as:</i></p> <table border="0"> <tr> <td>chicken</td> <td>spicy</td> <td>dessert</td> <td>ice cream</td> </tr> <tr> <td>cake</td> <td>mild</td> <td>eggs</td> <td>salty</td> </tr> <tr> <td>fish</td> <td>well done</td> <td>salad</td> <td>sweet</td> </tr> <tr> <td>soup</td> <td>steak</td> <td>wine</td> <td>drink</td> </tr> <tr> <td>appetizer</td> <td>pork</td> <td>pasta</td> <td>basic fruits and vegetables</td> </tr> </table> | | chicken | spicy | dessert | ice cream | cake | mild | eggs | salty | fish | well done | salad | sweet | soup | steak | wine | drink | appetizer | pork | pasta | basic fruits and vegetables |
| chicken | spicy | dessert | ice cream | | | | | | | | | | | | | | | | | | | |
| cake | mild | eggs | salty | | | | | | | | | | | | | | | | | | | |
| fish | well done | salad | sweet | | | | | | | | | | | | | | | | | | | |
| soup | steak | wine | drink | | | | | | | | | | | | | | | | | | | |
| appetizer | pork | pasta | basic fruits and vegetables | | | | | | | | | | | | | | | | | | | |
| Materials needed (including additional visual aids). List here but also attach a photo or paste images into document so that they may be assessed. | Menu, cartoon cut outs of food and drinks, another video but cartoon with lots of humor (below), tablecloth, table settings (a mock table setting), drinks (water or juice) | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| Stage | Time | Instructions | | | | | | | | | | | | | | | | | | | | |
| Warm-up/ prior to presenting video | 5-10 min | <p>Teacher role:</p> <p>-I would begin the conversation about going out to eat and how often the students believe its done and share a personal experience about restaurant experience.</p> <p>Instructions to students: Students please share some restaurant experiences they have had or had heard of someone else having that may have been handled incorrectly.</p> | | | | | | | | | | | | | | | | | | | | |

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| <p>Showing video (show either in stages or all at once—explain your choice and each step as appropriate)</p> | <p>10-15 min</p> | <p>The video is shown in clips.</p> <p>Instructions to students: Students are asked to share their thoughts and feelings about the video. Students are asked to share any facial expressions, gestures, body posture, that stood out to them.</p> <p>They are asked about what changes they might make.</p> <p>Teacher role: I discuss new vocabulary and check comprehension. I will be probing for more insight about the restaurant conversation and nonverbal ques.</p> |
| <p>After showing video:</p> | <p>10-15 min</p> | <p>Instructions to students: Mock restaurant conversation students group together 3-4 students and role play a visit to the restaurant. Each student has a role and the mimic the video including the language, facial expressions, gestures, body posture that you saw in the video.</p> <p>Teacher role: I continue to provide meaningful, focused, and constructive feedback about their role playing.</p> |
| <p>Wrap-up/Review</p> | <p>5 min</p> | <p>Instructions to students: Students are asked to give input on their fellow classmate. Students are given a comprehension sheet and asked to fill out the check list of what their classmates have fulfilled.</p> <p>Teacher role: I am walking around listening to each group review of each other, and asking each student to share what sounds they have trouble producing. Providing students with valuable feedback and guidance on their pronunciation strengths and weaknesses.</p> |
| <p>Homework assignment (brief description)</p> | <p>2 min</p> | <p>Students are asked to record themselves ordering food in English at a restaurant.</p> |

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Location 

ORIGINAL Tropic Island Jerk Chicken Restaurant

SORRY!
CLOSED ON SUNDAY

CLICK TO ORDER ONLINE!

ORDER ONLINE - NO LINE NO WAIT - PHONE: (708) 730-0033 - ADDRESS: 570 Torrence Ave. Ca

Menu

LUNCH SPECIALS

| | |
|----------------------------|--------|
| L-1 White Jerk Lunch... | \$8.25 |
| L-2 Jerk Lunch..... | \$7.75 |
| L-3 Jerk Catfish..... | \$8.25 |
| L-4 Curry Goat..... | \$8.25 |
| L-5 Curry Chicken..... | \$8.25 |
| L-6 Oxtails..... | \$9.00 |
| L-7 Bro. Stew Chicken..... | \$8.25 |
| L-8 Wing Lunch..... | \$8.25 |



JERK CHICKEN

| | |
|------------------------------|---------|
| J-1 1 Whole Chicken... | \$10.75 |
| J-2 Whole White..... | \$12.75 |
| J-3 1/2 Chicken White..... | \$ 6.75 |
| J-3 1/2 Chicken Mixed..... | \$ 6.00 |
| J-4 1/4 Chicken White..... | \$ 4.50 |
| J-4 1/4 Chicken Mixed..... | \$ 3.75 |
| J-5 3 Jerk Wings..... | \$ 3.00 |
| J-6 4 Jerk Wings..... | \$ 4.00 |
| J-7 6 Jerk Wings..... | \$ 5.00 |
| J-8 Jerk-E-Que Wings - small | \$ 4.00 |
| J-8 Jerk-E-Que Wings - small | \$ 7.50 |





| | | | |
|---------------------------------------|---------|-------------------------------|--------|
| D-1 Jerk Chicken Dinner..... | \$10.00 | Mistic Drinks (Assorted)..... | \$1.50 |
| D-2 Jerk Chicken White..... | \$10.75 | Ting..... | \$2.00 |
| D-3 Brown Stew Chicken..... | \$10.00 | Ginger Beer..... | \$2.00 |
| D-4 Veggie Plate..... | \$ 9.00 | Kola Champagne..... | \$2.00 |
| D-5 Curry Chicken..... | \$10.00 | Pineapple..... | \$2.00 |
| D-6 Curry Goat..... | \$11.75 | Cream Soda..... | \$2.00 |
| D-7 Oxtails..... | \$11.75 | Orange..... | \$2.00 |
| D-8 All combo Dinner (any 2 meats)... | \$12.50 | Can Pop..... | \$0.60 |
| D-9 *Excoveitched Red Snapper Fish... | \$14.00 | | |
| D-10 *Steamed Red Snapper Fish..... | \$14.00 | | |
| D-11 *Brown Stew Red Snapper Fish... | \$14.00 | | |
| D-12 Jerk Catfish..... | \$11.00 | | |
| D-13 Brown Catfish..... | \$11.00 | | |
| D-14 Tilapia Fish..... | \$14.00 | | |
| D-15 *Stir Fry Shrimp..... | \$14.00 | | |
| D-16 Jerk Shrimp..... | \$14.00 | | |
| D-17 *Curry Shrimp..... | \$14.00 | | |
| D-18 Wing Dinner..... | \$11.00 | | |





ting

SIDE ORDERS

| | S | M | L |
|----------------------|--------|--------|--------|
| Soup | | | |
| Red Beans | \$3.00 | \$0.00 | \$6.00 |
| Steamed Cabbage | \$3.00 | \$0.00 | \$6.00 |
| Callaloo | \$3.00 | \$0.00 | \$6.00 |
| Yard Salad | \$4.50 | \$0.00 | \$8.00 |
| Plantains | \$5.00 | \$0.00 | \$9.00 |
| Candy Yam | \$3.00 | \$0.00 | \$6.00 |
| Roggae Stir Fry Corn | \$3.00 | \$5.00 | \$6.00 |
| Extra Bread | \$3.00 | \$5.00 | \$6.00 |
| Jerk Sauce | | | \$0.35 |
| Veggie Patties | | | \$0.35 |
| Beef Patties | | | \$2.00 |



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