**2020-2021 Lesson Plan**

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| **Topic** | Review 1 – Unit 1 and Unit 2 | **Date** | 4/15/2021 | **Time** | | 13:35-14:15 |
| **Book** | Follow Me 8 | **Grade(s)** | 6 | **Teacher(s)** | | Abbie and Eunice |
| **Classroom Setting / Special Situation** | This class has eighteen sixth-grade students. They are a very energetic and positive group. The students are split into six teams of three. | | | | | |
| **Learning Objectives** | | | | | | |
| * To review Unit 2 “What do you do in your free time?” before midterm exam. * To review Unit 1 “How much is this \_\_\_\_\_\_\_?” before midterm exam. | | | | | | |
| **Teaching Materials** | | | | | | |
| * “Bust the Blocks” online manipulatives tool * Kahoot online tool * Classroom cell phones * Cards with printed pictures of items (18 items total) with prices on the back. * Shopping lists * Worksheet * Little white boards | | | | | | |
| **Basic Vocabulary / Sentence Patterns** | | | | | | |
| * Unit 2: “What do you do in your free time?” “I go \_\_\_\_\_\_\_\_ (fishing, camping, shopping, hiking, biking, swimming, or surfing) * Unit 1: “How much is this \_\_\_\_\_\_\_\_\_ (shirt, scarf, sweater, vest, pants, shorts, sneakers, socks)” “It’s \_\_\_\_\_\_\_ dollars.” | | | | | | |
| **Procedures** | | | | | **Mins** | **Materials/Tools** |
| **I. Warm up**  Class leaders will stand and read off their books, classmates will repeat after the class leaders.  **II. Introduction (Presentation)**  Students will play “Bust the Blocks” to review unit 2 sentence pattern.  Students will play Kahoot to review unit 1 sentence patterns.  **III. Activities (Practice/Production)**  “Save your Money” Game:  Set-up: Each team will receive their “shopping list” of items they need to buy. The items correspond with the activity they do in their free time (ie. I go biking. Shopping List: shorts, sneakers, cap). The items will also have pictures.  Play: Teams 1,2, and 3 will begin. Team member will stand up and go to one of the stores at teams 4,5, or 6 to find an item on their shopping list. They will ask the “store owner” “How much is this \_\_\_\_\_?” The store owner will flip over the card and say “It’s \_\_\_\_\_\_\_ dollars.” Then, team members will “buy” the item and take it back to their tables. Teams 1,2, and 3 will now switch roles with teams 4,5, and 6. The roles will continue switching until each member of each team has bought an item on their shopping list.  **IV. Assessment (Production)**  To conclude the activity, we will ask students “You like to go \_\_\_\_\_\_. What’s on your shopping list?” and teams must respond and show their items. They will also say the total amount they spent. The team with the lowest price for all their items wins!  **V. Closure**  Hand out worksheets for homework. Each student will write on their worksheet: “We \_\_\_\_\_ \_\_\_\_(their activity)\_\_\_\_\_ in our free time.” and draw/label the three items they bought, along with the prices and total.  **VI. Optional Extensions and Adaptations**  An extension activity would be for the students to extend the worksheet and write: “I \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ in my free time.” and draw and label three items they may need when doing this activity. | | | | | 3 minutes  15 minutes  15 minutes  5 minutes  2 minutes | “Bust the Blocks” ppt  Kahoot  Class cell phones  Shopping lists  Pictures items with prices  Little white boards  Worksheet  Worksheet |
| **Reflection** | | | | | | |
| *What went well? What didn’t? What would you change?* | | | | | | |