|  |  |  |  |
| --- | --- | --- | --- |
| **Language or Activity Based  Storytelling  Puppet Play Presentation** | | | |
| **Topic: What Are You Thankful For?** | | | |
| Instructor:  **Iris** | Students Competency Level and Student ages  **7-8 years old, Elementary** | Number of Students:  **10** | Lesson Length:  **50 min** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  ∙Thanksgiving Vocabulary Cards  - Native American  - Pilgrim  - Mayflower  - Plymouth Rock  - Log Cabin  - Pumpkin  - Corn  - Bread  - Table  - Turkey  ∙ The Story of The First Thanksgiving Worksheet  ∙ Colored Pencils  ∙ Thankful Turkey Template  ∙ Cardboard  ∙ Colored Paper (red, orange, yellow and green)  ∙ Glue  ∙ Googly Eyes  ∙ Pencils  ∙ Thankful Writing Worksheet  ∙ Computer  ∙ TV Screen  ∙ ‘Olaf Gives Thanks’ video clip  ∙ Teacher’s Thankful Turkey Example | | | |
| Lesson Objectives (What do you want the students to know (**new skill** or **knowledge** that you want them to gain)? And what do you want them to be able to do?  Ss will understand Thanksgiving Day by listening to T’s explanation using cards. Ss will think about what they are thankful for and write their ideas on the worksheet. | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  Ss will get interested and have fun in lesson by T presentation.  Ss will improve listening, writing and speaking skills by making their own Thankful Turkey and responding to T and sharing their ideas in class.  Ss will learn the history of Thanksgiving Day by listening to T’s storytelling.  Ss will be thankful for everything around them by making their own thankful turkey.  Ss will practice expressing their ideas by presenting what they are thankful for. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Reading The Story of The First Thanksgiving Worksheet   * Listening: **(Where did listening occur in the lesson?)**   Listening to T and the presentation of other Ss   * Speaking: **(Where did speaking occur in the lesson?)**   Sharing their own ideas and expressing themselves about what they are thankful for   * Writing: **(Where did writing occur in the lesson?)**   Writing what they are thankful for on the Thankful Writing Worksheet | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  Ss will enjoy and also have fun.  Ss will easily learn the history of Thanksgiving Day by storytelling.  Ss can write what they are thankful for on the worksheet with T assistance as needed. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  Activity takes too long; Storytelling for the history of Thanksgiving Day may be shortened.  Ss might be shy when giving a presentation; T gives encouragement. | | | |
| References: Google  Youtube | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: (List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)  ∙Thanksgiving Vocabulary Cards  - Native American  - Pilgrim  - Mayflower  - Plymouth Rock  - Log Cabin  - Pumpkin  - Corn  - Bread  - Table  - Turkey | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1 min  2 min  5 min  2 min | Whole Class  W  W  W | Greet teacher  Ss share ideas.  Ss listen to T and get interested.  Ss answer the quiz. | Greet students  T talks about Thanksgiving Day and makes Ss guess what it is.  T shows vocabulary cards and tells the history of Thanksgiving Day.  T asks some quiz about Thanksgiving related to the vocabulary cards. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity or Task Familiarization Part (Presentation Part for Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  ∙The Story of The First Thanksgiving Worksheet  ∙Glue  ∙Colored Pencils | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1 min  5 min  2 min | Group  G  Whole class | Ss get the material.  Ss start working as a group.  Ss check the answers. | T divides Ss into groups and hands out The Story of The First Thanksgiving Worksheet and the sentence cards.  T has them glue the sentences in order on the worksheet. Ss should color the circles on the right side of the sentences according to the directions as well. T walks around and helps Ss when they need help.  After Ss finish their work, check the answers altogether. Make sure Ss understand the history of the first Thanksgiving. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity or Task Realization Part(Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  ∙ Thankful Turkey Template  ∙ Cardboard  ∙ Colored Paper (red, orange, yellow and green)  ∙ Glue  ∙ Googly Eyes  ∙ Pencils  ∙ Computer  ∙ TV Screen  ∙ ‘*Olaf Gives Thanks*’ video clip (YouTube)  ∙ Teacher’s Thankful Turkey Example | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3 min  4 min  1 min  5 min  5 min | Whole class  W  W  Individual  I | Ss shares ideas about things or people we can be thankful for.  Ss watch the video clip.  Ss are given the worksheet and look at the final craft.  Ss start to make their own thankful turkey.  Ss write what they are thankful for on the feathers and glue them to the turkey. | T asks Ss what we can be thankful for and discusses the good things in our lives.  T plays a video clip ‘*Olaf Gives Thanks*’ on Youtube and talks about it.  T hands out Thankful Turkey Template to each S and shows the final craft to help them have a clear image.  T explains how to make a thankful turkey and helps Ss make their own.  - First, glue the beak and wattle to the turkey’s face along with two googly eyes. And then glue two feet to the bottom of the back of the turkey.  When Ss finish making thankful turkey, help them write the names of people, objects, and ideas that they are thankful for this year on the turkey’s feathers. After that, glue the feathers to the thankful turkey they made. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity or Post Task Part (Wrap-Up Part to Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  ∙ Thankful Writing Worksheet  ∙ Thankful Turkey Template | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 8 min  5 min  1 min | Individual  I  W | Ss write their ideas on the worksheet.  Ss give presentations.  Ss say good bye. | T hands out Thankful Writing Worksheet to each S and has them write some sentences describing their ideas.  T makes them present their own ideas one by one. T listens and responds to individual presentations.  T congratulates and thanks Ss for active participation. |

**∙** **Thanksgiving Vocabulary Cards**



