**Marguerite’s Lesson Plan**

**Objectives**:

Reading, writing, speaking simple present

Using Verbs, Nouns

Sentence construction S V O

Canadian traditions; Meaning of Christmas

**Level:** Beginner

**Set-Up:** partner, whole group

**Background**: previous lesson on winter sports and activities

**Materials:** 1 picture per 2 students, post-its, tape, sentence strips of different colours

**Time:** 50 min

**8 min Warm-Up:** Charades on topic of “what do you enjoy doing with friends or family?”

Can use metre stick or other items in class as a prop

I demonstrate by acting out a Christmas/winter themed verb i.e. skiing

Ask students to come up and take a slip of paper out of the hat, read the verb and act it out for classmates to guess. Some of these verbs are related to content of pictures in lesson.

Examples: shoveling, snowball fight, decorating tree, skating, hockey, making snowman, sledding, slipping on ice, ice fishing…

If any of them have an idea of their own they wish to act out, they can do so at the end

**Lesson**

**5 min** Isolation of grammar point:

Write on board don’t = \_\_\_\_\_\_\_\_\_

Listen to song while reading lyrics. What tense is it?

Answer: Simple Present

**All I Want For Christmas Is You**

**By Mariah Carey**

I don’t want a lot for Christmas,

There is just one thing I need.

I don’t care about the presents

Underneath the Christmas tree.

I just want you for my own

More than you could ever know.

Make my wish come true.

All I want for Christmas is you.

You yeah.

**1 min** Whole class: What do you want for Christmas? What is Christmas about?

**2 min** Partner Share: What do you enjoy doing with your family or friends?

**10 min** Worksheet using Simple Present. They can discuss their answers in their groups, reading to each other. Reading aloud helps them self-check their accuracy as well as get feedback from their group

Change the words in “All I want for Christmas” to what you need. (Can have more than one word on each blank.)

I need \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ for Christmas,

There \_\_\_\_\_\_\_\_ just \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ I need.

I care about \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Christmas tree.

I just want \_\_\_\_\_\_\_\_\_\_\_ for my own

More than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make my \_\_\_\_\_\_\_\_\_\_\_\_\_ come true.

All I want for Christmas is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10 min** Partner Gallery walk – pictures on Christmas theme which they can get rich info from (pictures of family decorating the tree, friends on sleds, etc.)

Use sticky notes, place verbs around their picture. Tell them once they have thought of all possible verbs, they can add nouns (don’t discourage other words. If they use description, some students may know how to include adjectives or adverbs and I can scaffold support as needed).

Final few minutes, ask them to put all their verbs for the picture on one side and nouns on the other side.

**5 min** Whole Group – I go around and read verbs and nouns on post-its aloud. Check all verbs are understood. Offer suggestions for more verbs and nouns if pictures lack. Do this by giving clues and seeing if someone says the word ie. “I see these children are holding mugs. What could they be doing?” i.e. drinking hot chocolate

**10 min** Take photos and post-its off the walls and hand out to each group

Partners construct a sentence together in simple present tense on a sentence strip. Tell them not to use capitals or periods. They cut the sentence up, separating each word. They should have time to do more than one sentence. Remind them to use a different coloured sentence strip for each sentence.

**5 min** Switch time, go clockwise to next group, put the sentence(s) back together. Then re-write the sentence from the previous group onto another sentence strip, correcting errors if they see any as well as using capital and punctuation.

**5 min Closure:** Whole class: Each group shares their picture and sentence for the picture with the class. They read the sentence aloud. Was the sentence written in simple present tense? Is the structure correct?

**Marguerite’s Lesson Plan**

**Objectives**:

Reading, writing, speaking simple past

Practicing question format

Getting to know each other

**Level:** Beginner

**Set-Up:** group, whole class

**Materials:** Decks of cards similar to Uno (Would need 3 decks for 12 students)

“Find Someone Who” worksheet

**Time:** 50 min

**Warm-Up: 3.12 min** video

<https://www.youtube.com/watch?v=AKaD2btS1A4>

**Ask:** What tense is this?

**Lesson:**

**10 min** Students work in groups to generate wording for questions for “Find Someone Who” game

**8 min** I record on board as they tell me their questions and students check answers

Isolation of grammar point: simple past

**Worksheet:** Question: Did you eat chicken last night?

Answer: Yes, I ate chicken last night. OR No, I did not eat chicken last night.

1. Ate chicken last night

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Played soccer last summer

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Talked to an uncle this year

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read a book this month

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Had a dog as a child

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Had a birthday in the summer

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Went swimming in July

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Washed dishes last night

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Went on a holiday last year

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Sang a song today

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Saw the thunderstorm last month

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Scared a cat away

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Picked up a spider this year

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Drove to school today

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Ate cake this month

Question to ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**20 min Game:** Afterreviewing questions are correct and volunteers modeling a conversational exchange between two students, have them practice the “Find Someone Who” game

Explain this game which they can play in groups of 4

Irregular verbs simple Past  
I included one suit of cards, **diamonds**, to show as my example. Within these cards Ace to King, using a game played similar to Uno, I have: reverse direction, switch hands, choose another suit, pick up two, pick up four. Each of the four suits would have the same type and number of Uno direction cards.

The next suit, **hearts**, I have the following: wrote, sat, let, lent, met, paid, stood, fell, read, forgot, beat, quit, fought, flew, hid, froze, forgave, grew, spoke, were, held. The next suit, **clubs**, I have the following: hung, cut, bought, put, took, hurt, was, said, became, heard, ran, got, sold, sank, shut, slept, thought, wore, tore, lost, became. In the last suit, **spades**, I have the following: caught, dreamed, told, rode, left, made, hit, sent, rang, ate, spent, drank, felt, won, began, dug, taught, broke, gave, woke

**How to play:**

Follow the rules for Uno the usual way, each player gets 5 cards, one card from the deck is the start card and goes into the discard pile. Move clockwise between four players, matching either the suit or the number on the card. As each word is placed down, the player must read the word aloud and say something about how the card relates to their lives or pretending it relates to their lives, such as “I learned Spanish” or “I went to Spain.” The other players have to say if they think this is true or false. Whomever is correct gets a counter from the bag. Whomever with the most counters wins. Bonus of 5 counters for whomever gets rid of all cards first.

Note: Could apply the rule of having to say “Uno” on their last card or have to pick up, though this extra detail can be added as they become more familiar with the game

**Variations of the game:** make a sentence with the verb / change the verb from simple past to simple present / read the word and then say the translation to their language / spell the word without looking / make a negative sentence using the verb / make a question using the verb

**5 min. Closure: Exit ticket on post-it:** Answer one or both:

What game did you like better: “Find Someone Who” or “Uno”?

OR

What did you learn about someone?

**Here’s one suit of cards I made as an example:**

