

Lesson Plan

School/Institution: PG Adult School
 Level: Intermediate
 Theme: California State and National Parks
 Lesson Length: 1 ½ hours

Objectives

Content Objectives (C)	Language Objectives (L)
Students will be able to: <ul style="list-style-type: none"> • (1) Recognize similarities and differences between parks in their country and the U.S. • (2) Distinguish between State and National Parks • (3) Discuss a park they are interested in visiting with justification. 	Students will be able to: <ul style="list-style-type: none"> • (1) Describe State and National Parks using descriptive adjectives and outdoor nouns (hiker, mountain, glacier) and verbs (climb, hike) • (2) State a preference of places to visit and things to do using <i>would like to</i>

Materials

- Appendix A (Pictures of parks with people)
- Appendix B (Map of California National Parks)
- Appendix C, D (worksheets)
- National and State Park brochures (7)
- Whiteboard, markers, computer, projector

Procedures

Pre-Activities: Description	Time Frame	Objective(s) Targeted
T explains directions and posts Qs on a PPT. Ss then get in pairs and talk about parks in their country. <ul style="list-style-type: none"> • What activities do people do there? • How long do people go for? • What type of person goes? (Families, outdoor enthusiasts?) • Do you like going to parks? Why? 	5 minutes	Activating Schema
T briefly discusses what outdoor and environmental nouns are, giving examples. Class then brainstorms outdoor and environmental nouns/verbs while T makes a list on the board.	8 minutes	Entice Ss interest (C1, L1)
T explains and models Ss' task using a picture of Half Dome on PPT (directions below). Working in the same pairs as	10 minutes	

<p>above, T then hands-out different photos of parks in California (Appendix A). As Ss discuss Qs, T provides language feedback where necessary:</p> <ul style="list-style-type: none"> • Describe the park using outdoor and environmental nouns/verbs generated from the list above • State what people are doing • How is it different than parks in your country? 		
<p>Ss share with the class what they discussed. Teacher writes new outdoor nouns, adjectives and verbs on the board as they arise.</p>	7 minutes	Build lexicon (L1)
<p>T asks Ss the question below, and Ss respond as a class. As Ss answer the question, T takes note of S errors.</p> <ul style="list-style-type: none"> • Who would like to visit the park in their picture? Why? <p>T then teaches form/meaning/use of <i>would like to</i>. T provides explicit language feedback on the target language (<i>would like to</i>) Ss used incorrectly and provides the correct way to say it. T then writes <i>would like to</i> on the board for the next activity.</p>	10 minutes	Teach <i>would like to</i> (L1, L2)
<p>During Activities:</p>	Time Frame	Objective(s) Targeted
<p>T posts map on a PPT (Appendix B or Google Maps) to present the different State and National Park in California.</p> <p>T explains activity directions (below), and then distributes the brochures (hard format) by asking each student “Which park would you like to visit?” Ss should answer using the targeted grammar <i>would like to</i></p> <ul style="list-style-type: none"> • Working alone, Ss choose 1 brochure they are interested in, and fill-out the worksheet in writing (Appendix C). 	15 minutes	Develop Thinking Abilities (L2)
<p>T explains directions and models activity. Ss stand up and discuss their brochures with everyone in the class:</p> <ul style="list-style-type: none"> • Discuss their brochure (park) • State why they want to go to the park • What they want to do • What they want to see <p>The listening partner takes notes (Appendix D), which will later help them with their homework.</p>	15 minutes	(C3, L1)

Think. Pair. Share. T Explains directions (below) and posts Q: “What are the differences between California <i>State</i> and <i>National</i> Parks?” on a PPT. Ss: <ul style="list-style-type: none"> • Using Appendix D, S brainstorms ideas alone • Partner with someone who has a different park than you. Brainstorm ideas on differences between <i>State</i> and <i>National</i> parks • Switch partners and re-discuss ideas • Share answers with the class 	7 minutes	Develop Thinking Abilities (C2)
Post Activities:	Time Frame	Objective(s) Targeted
T gives oral exit ticket directions (below) and Ss perform the task. <ul style="list-style-type: none"> • Describe 1 park in their country in writing • State 1 or 2 things they <i>would like to</i> do there and why? 	8 minutes	(L1, L2)
HW: Ss use Appendix D to write about one park (not their own) they would like to visit and why.		

Assessment

- T asks ICQs and CCQs
- T circulates during individual and pair work, taking notes of errors to discuss at the end of the lesson
- T evaluates Ss use of *would like to* and *descriptive adjectives, nouns, verbs*
- Exit tickets

Appendix A





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Appendix B



Appendix C

1. What is the name of the park you chose?

2. Where is the park located?

3. What type of park is it? (State, National)

4. How much does it cost to enter?

5. What outdoor activities can you do at this park?

6. What things can you see at this park?

7. Why do you want to go?

8. What do you want to do there?
