

Emily Ashton
Subject: Oral Skills
Topic: Talk Show Skit
Grade Level: 3-5

Lesson 3

Grades 3-5 (NYSDE, 2001)

7) Present information clearly in a variety of oral and written forms.

National ESL Standards (TESOL, 1997)-Goal 2 Standard 2

- Listening to, speaking, reading, and writing about subject matter information
- Representing information visually and interpreting information presented visually.

Content Objectives:

The students will work together to create a skit about alcohol and tobacco use, they will then share the skit with the class.

Language Objectives:

- *Students will read stories about people who suffered from alcohol and tobacco abuse.
- *The students will write three original ideas for a skit.
- *The students will practice orally speaking ten new vocabulary words and include these words in the skit.
- *Students will write ideas about and listen to others' ideas.
- *The Students will combine ideas into a skit and perform it in front of the class.

Instructional features:

The students will read stories about people who suffered from alcohol and tobacco abuse and discuss their thoughts in groups. Instruct the groups that they are to create a skit about a talk show using 10 new vocabulary words relating to alcohol and tobacco that will include the following: a host, a doctor, a smoker/drinker (do a skit about tobacco or alcohol, not both), a former smoker/drinker, and a non smoker/nondrinker. Students are to prepare their skits using information learned during the unit. Video groups and let them see how they did.

Adaptations:

Level 1: The students will have the stories about people involved with alcohol and tobacco summarized and explained to them. Pictures will be used to help the students comprehend what is being shared. They will write down ten new words relating to alcohol and tobacco and add them to the Word Wall. They will place these new words with pictures to help them understand. Students will share ideas about the subject with each other in their native tongue and write down words or basic ideas in English to share with the class. They will relate what they are learning to background knowledge,

comparing and contrasting their native tongue to English. The groups will share brief and basic descriptions of alcohol and tobacco abuse using pictures and words.

Level 2: The students will read stories about people involved in alcohol and tobacco abuse. They will relate pictures with the experiences shared in the stories and write down the ten new vocabulary words they learned relating to alcohol and tobacco. They will share ideas in English about the stories and write down basic ideas and thoughts. The students will work as a group to develop a skit to share with the class. The skit should include pictures so the students can understand. They will relate what they have learned from the stories to background knowledge about the topic. They will use the ten new vocabulary words in their presentation, speaking them clearly. They will write complete sentences to orally share with the class in their skit.

Level 3: The students will read and analyze stories about people involved in alcohol and tobacco abuse. They will look at pictures and discuss the issues related with alcohol and tobacco abuse. They will brain-storm as a group in English about the subject of alcohol and tobacco abuse and write down ideas and thoughts. They will form and dialog to share with the class as a skit, involving pictures. They will present the skit using the ten new vocabulary words, speaking clearly and concisely. The students will speak in paragraphs and explain their feelings in English.

Strategies:

The learning strategies used in this lesson are cognitive social/affective strategies. Cognitive strategies are task appropriate strategies that help the students actively manipulate the content or skills they are learning. The students will do this by using reference materials, such as the stories about people dealing with alcohol and tobacco problems. Also, the students will be taking notes about ideas and new things learned, relating it to background knowledge. They will also summarize feelings about the subject and the stories read. Social/affective strategies are communicative and self-control strategies that help students interact with others to enhance learning or control own affective states. This activity is very interactive so that they students can help one another understand the topic and discuss it. The interaction helps the students comprehend and relate the knowledge to background knowledge as they analyze and discuss issues at hand.

The teacher needs to be consistent throughout the lesson, assisting and supporting student understanding and apply different techniques according to the needs of the students. The students need to learn on a step-by-step basis as they apply background knowledge to what they are learning.

Grouping:

Grouping configurations help support the language and content objectives of the lesson. The type of grouping involved with this activity would be heterogeneous. The groups should consist of 4-5 students each so that they aren't too big and ideas can be shared. Heterogeneous grouping is mixing native speakers, with ESL students. The reason why heterogeneous grouping is the best for this lesson is because it will be good for the students to help each other in the groups to be able to understand and analyze the subject

of alcohol and tobacco. The different experiences and backgrounds mixed in a group will provide great discussions and if there is misunderstanding they can help each other. The ESL students can listen to the native to practice speaking the new vocabulary words clearly.

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Level 1 Pre-Production	90% *The student will participate actively in group work by contributing three ideas. *The student will be able to write, pronounce and understand 10 new vocabulary words about alcohol and tobacco abuse. *The student will speak the 10 new vocabulary words clearly in the skit.	80% * The student will participate actively in group work by contributing two ideas. * The student will be able to write, pronounce and understand 7 new vocabulary words about alcohol and tobacco abuse. *The student will speak at least 7 of the 10 new vocabulary words clearly in the skit.	70% *The student will participate actively in group work by contributing one idea. *The student will be able to write, pronounce and understand 5 new vocabulary words about alcohol and tobacco abuse. *The student will speak at least 5 of the 10 new vocabulary words clearly in the skit.	Redo
Level 2 Intermediate	90% *The student will participate actively in group work by discussing 3 different personal thoughts about alcohol and tobacco abuse. *The student will be able to write 10 clear sentences using the 10 new vocabulary words. *The student will speak clear sentences using the 10 new vocabulary words in the skit.	80% *The student will participate actively in group work by discussing 2 different personal thoughts about alcohol and tobacco abuse. *The student will be able to write 7 clear sentences using the 10 new vocabulary words. *The student will speak clear sentences using at least 7 of the new vocabulary words in the skit.	70% *The student will participate actively in group work by discussing 1 personal thought about alcohol and tobacco abuse. *The student will be able to write 5 clear sentences using the 10 new vocabulary words. *The student will speak clear sentences using at least 5 of the 10 new vocabulary words in the skit.	Redo
Level 3 Advanced	90% *The student will participate actively in group work by discussing and analyzing 3 topics relating to alcohol and tobacco abuse.	80% *The student will participate actively in group work by discussing and analyzing 2 topics relating to alcohol and tobacco abuse.	70% *The student will participate actively in group work by discussing and analyzing 1 topic relating to alcohol and tobacco abuse. *The student will be able to	Redo

	<p>* Student will be able to clearly write 4 paragraphs using the 10 new vocabulary words.</p> <p>*The student will clearly speak for at least 5 minutes in the skit, using the ten new vocabulary words.</p>	<p>*The student will be able to clearly write 3 paragraphs using the 10 new vocabulary words.</p> <p>*The student will clearly speak for at least 4 minutes in the skit, using the ten new vocabulary words.</p>	<p>clearly write 2 paragraphs using the 10 new vocabulary words.</p> <p>*The student will clearly speak for at least 3 minutes in the skit, using the ten vocabulary words.</p>	
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