

Lesson Plan

Subject/Theme	Adjectives: colors, eye color, and gender
Topic	Introduce colors, eye colors, and gender as a way to describe people and things
Level	Third grade students (beginning level second language acquisition)
Number of students	30
Instructor	(Joseph) Daniel Stocking
Duration	40 minutes/ 1 period

Goals and Objectives

Teaching Objectives	The goals of this lesson are for students to understand and identify different colors, for students to use colors to describe eyes, for students to understand and apply “like” and “favorite”, for students to understand two genders and apply it to people, for students to know the difference between “boy/man” and “girl/woman” and how to apply it correctly.
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Content

Target Vocabulary	Adjective; eyes; color; gender; boy; girl; man; woman; like; favorite
Sentence Patterns	“What’s your favorite color?”; (blank color) is my favorite color”; “Are you a boy/girl?”; “Yes, I am”; “No, I’m not”; “What color are your eyes?”; “I have (blank colored) eyes”; “I spy with my two eyes something (blank color)”
Dialogue	Same as above
Teaching Materials	PowerPoint; YouTube Videos; Pen/pencils; Whiteboard/Chalkboard

Time	Procedure	Teaching Material	Learning Expectation
3-5 minutes	Warm-up: Introduce the concept of adjectives (to describe). Ask the students if they know any adjectives, listing a few to generate some participation. Then, play the	PowerPoint slides; Internet connection; YouTube video	Students will have some understanding of adjectives and how to use them.

	Sesame clip		
5-10 minutes	Introduction: Go through the first 8 slides of the PowerPoint.	PowerPoint slides; Internet connection	Students will understand “like” and “favorite” ; Students will understand colors; students will understand gender; students will understand eye color.
10-15 minutes	Modeling Instruction/Guided Practice: Go through PowerPoint slides 9-19. Demonstrate how to answer the questions on slide 18 in regards to myself and then ask for volunteer students	PowerPoint slides; Internet connection; Plenty of classroom space	Students will be able to differentiate/identify colors; Students will be able to identify/classify people as either male or female; Students will know the difference between “boy/man” and “girl/woman”; Students will be able to identify/classify eye colors.; Students will review the sentence patterns.
5-10 minutes	Independent Practice: The Sprite game: Students will be put into 3 groups of ten. One person from each group will write the word/phrase the teacher says on the whiteboard and say that word/phrase before the other two students. If successful, they will get one point. Students will alternate the running role. The first team to 10 (time permitting) wins.// Alternate activity: If the first	Whiteboard; 3 Markers; Plenty of classroom space; Teacher generated visual aids	Students will be able to write, read, and pronounce vocabulary words and phrases introduced in the lesson; Students will be able to apply vocabulary words used in the lesson to themselves and to others.

	<p>two groups are struggling, I may change the activity to something easier. I'll write a color or other vocabulary word on the board and ask for students to list something that is associated with that color/vocabulary term. For example- "green" and a student says "trees" or "boy" and I'll have all of the boy students stand up. I can also adapt the activity with visual aids that I brought, asking students to pick from the images something that is (blank color).</p>		
<p>*Remainder of class</p>	<p>Closing activity: If time permits following the final slide, the students will play "I Spy", with the teacher showing how it is played.</p>	<p>PowerPoint slide; Plenty of classroom space</p>	<p>Students will apply what they've learned to objects in the classroom.</p>