

Lesson Plan 4: Speaking/Listening Micro Teaching II

Micro Lesson Video Link: https://www.youtube.com/watch?v=B_F92FpLbAs

Begins at 15 minutes into lesson, at Guided Practice stage.

This lesson is for the next day after the Updated Speaking/Listening lesson.

Business/Materials	Lesson Objectives			
<p>Job videos showing workers using job tools. https://www.careeronestop.org/Videos/NewCareerVideos/new-career-videos.aspx</p> <p>Curious George job game: matching the object and job (for younger students). http://pbskids.org/curiousgeorge/games/on_the_job/</p>	<p>To be able to describe jobs and the physical objects they use on the job. To speak about how people use tools and objects.</p>			
Warm-up and Objective Discussion (5 minutes)				
<p>Tell students that different jobs require different tools. Explain that each tool is important to help get the job done. Brainstorm possible job titles with the class and write them on the board (bird specialist, dentist, librarian, police officer, etc). Then brainstorm tools that would be useful for each profession.</p>				
Instruct and Model (10 minutes)	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Tell the students that you are going to play "3 Things in a Backpack." Fill the backpack with 3 related items (related to a job title) and pick 3 students to talk about the items. Then tell the class that the 3 students will take turns pulling out an item and giving reasons why the item is important to have. Students must guess what kind of person (job title) would have those 3 items in their backpack.</p>				

Guided Practice (10 minutes)	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Watch videos with the class where workers in different jobs are in action using tools at https://www.careeronestop.org/Videos/NewCareerVideos/new-career-videos.aspx.</p> <p>Ask students to pay close attention to the tools used by the workers. At the end of the video, they should be able to talk about the job the person has and what tools they used to get the job done. Lead a classroom discussion on the job after the video.</p> <p>Watch the video again and pause after each new tool is introduced. Ask students how the tool is helpful to the worker during each pause. Ask questions like, "How does this make his job faster?" or "What does this tool enable him to do?"</p> <p>For younger learners, start out with the Curious George job matching game, which shows a picture of a worker and asks you to match with the correct tool for the job- from 3 choices. Access the game online at http://pbskids.org/curiousgeorge/games/on_the_job/.</p>				
Independent Practice (20 minutes)	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Instruct students to bring in their own backpack filled with 3 objects related to a job. They will present their objects to the class. As they pull out each item, give at least one reason why it is a good choice for the chosen job.</p>				
Assessment (5 minutes)	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Check to see if the job title is a good match for the 3 items chosen and determine if the reason given for choosing each item is valid (evaluate independent practice activity).</p>				