

Lesson Plan 1: Reading/Writing Micro Teaching I

Micro Lesson Video Link: <https://www.youtube.com/watch?v=UM6VM9D9pzU>

(Starts 10 minutes into class during Instruct and Model)

Business/Materials	Lesson Objectives			
Cloud-based spreadsheet software; Word gap tool; Access to technology articles	Demonstrate accurate understanding of tenses when speaking about the future world and the present. Encourage knowledge about the technology world through student-chosen reading resources.			
Warm-up and Objective Discussion (10 min)				
<p>Teacher presents himself as a future human or robot from the future and asks students about what life is like in the year they live. Teacher alien also answers any questions the students have about life in the future. Tell students at least one story using past tense about what you remember life was like in the past (the present).</p> <p>Discuss with students the confusing forms of tenses in science fiction and technology passages. Discuss the reasons past tense might be used in stories about future people.</p>				
Instruct and Model (15 min)	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Write on the board some sentences from the story with different tenses.</p> <p>Do cloze passage exercises to demonstrate the changes in tense in the story. Use the online cloze passage generator at http://l.georges.online.fr/tools/cloze.html and just paste in sentences from the story. Paste 1-2 sentences at a time to limit the number of possible words in each passage.</p> <p>Complete several cloze passages together as a class. Whenever a grammar tense comes up in the word fill, pick on a student to decide which tense is being used: past, present, or future.</p>				
Guided Practice (10 min)	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Intensive reading practice: Read the text of "The Fun They Had" together as a class. During the reading, ask students to determine which tense is being used at the moment-- since tense changes throughout the story.</p>				

Alternatively, you can add to the challenge by having students change the grammar to something different than the story; for instance, change a past scene into a future scene.

Independent Practice (20 min)

R

W

L

S

Pre-Writing Activity: Fast-writing. Students will write as much as they can in 3 minutes on a science fiction topic, such as "Describe the life of a student in a classroom 100 years in the future. You can elicit some vocabulary words from the class to write on the board-- this can help students do their fast writing.

Writing Activity: Divide students into groups of 3-4. Have students compare their stories about the future classroom. Now they must create a dialogue together, incorporating aspects of all the stories to craft a grand science fiction narrative.

Post-Writing Activity: Keeping their same groups, students will perform their science fiction narrative in front of the class, scripts in hand. Students in other groups will fill out an assessment form to score them on grammar and presentation, and also write a sentence in answer to the question, "who was the most important character in the story? why?"

Assessment

R

W

L

S

Extensive reading practice: Students must find 4 articles relating to technology of the future. They will report back to the class by painting a picture of what the future will be like-- summarizing what they learned in the form of basic outlines, with the main idea and a few supporting facts. Students will put all of their articles in a classroom spreadsheet database for the entire class to have access.