Unit: **Favorite Dish**

Grade/Class: Multi Level_______ Academic Content
Standard(s)____________________

**DIRECTIONS:** Summarize your plans for the standard/focus, instructional strategies, and assessments.

<table>
<thead>
<tr>
<th>STANDARD(S)/CONCEPTS/FOCUS/TOPIC</th>
<th>INSTRUCTIONAL STRATEGY (direct instruction, cooperative groups, individual practice, whole-class discussion)</th>
<th>ASSESSMENT (entry-level, progress monitoring, summative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorite food/dish</td>
<td>Groups, Whole-class discussion and peer work.</td>
<td>Progress Monitoring by asking questions or opening a discussion. Final presentation and peer feedback.</td>
</tr>
</tbody>
</table>

**LESSON PLAN**
**DIRECTIONS:** Complete one instructional plan for each lesson on Form A. If you use a district lesson plan, copy and attach.

<table>
<thead>
<tr>
<th>INSTRUCTION PLAN</th>
<th>REFLECTION</th>
</tr>
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<tbody>
<tr>
<td>K-12 Academic Content Standard(s):</td>
<td>MODIFICATIONS/ACCOMODATIONS:</td>
</tr>
<tr>
<td>What is the academic learning goal(s)?</td>
<td>Computer lab/classroom/on campus outside.</td>
</tr>
<tr>
<td>The academic goal is for the students to present their favorite dish or food. They can create a slideshow with music like this one or bring pictures or even draw their favorite food on the big board. The goal of the mission is to get them speaking which is considered one of the most difficult skills to acquire given the difficult pronunciation rules or lack of rules English has to offer. Eye contact is important and the students should not read from a paper. Looking at notes is acceptable.</td>
<td>The students will need to work in groups and independently and possibly without the constant help of the teacher. This project will inspire them to look deeper into their prior knowledge and extend the knowledge they already possess.</td>
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</tbody>
</table>
### INSTRUCTION PLAN

**What instructional strategies and activities will you use for this lesson?**

Class:

The main activity will involve the using of the internet. The students will conduct a search individually on [www.google.com](http://www.google.com) where they will look for food pictures or simply look at their online albums and choose a food they really like. After that they need to describe the food or the dish in writing and then they need to practice their pronunciation. I always give them a sample presentation where they can see how it is done. I encourage them not to be shy but confident and even if they do not know some words, it does not matter. They can consult a dictionary or simply ask. Team work is key to the process. They have to enjoy themselves at the same time.

### REFLECTION

**In what ways are your instructional strategies and activities effective in measuring the learning goals for this lesson?**

Class: Students will be able to practice their speaking skills and help one another understanding key vocabulary by using visual aids.

### PROGRESS MONITORING ASSESSMENT

**What evidence (student work) will you collect during this lesson that will show the extent to which the students are meeting the learning goals?**

**In what ways are your assessment strategies effective in measuring the learning goals for this lesson?**
The teacher sits down in a corner of the class and tries to be invisible. The audience and the judges will be the students themselves. The teacher needs to only listen and not interrupt the students while they give the presentation. The students like it better that way because it feels them more competent and they feel more comfortable with their classmates. They know mistakes are allowed and not prejudged. The feedback will be given to the students in a written form and individually. General comments can be made at the end of all presentations.

Class: Helping students to express their thoughts and use speech by using visual aids. Another effective strategy is the writing process they will be involved in, where peer feedback takes place.

Class: Peer feedback plays key role. Students that perform better can assess their peers by asking questions or discussing. In this way, the ones that are actually having trouble expressing themselves can be encouraged by their peer questions for clarification. All need to be prepared so class can be fun and enjoyable.

How might you modify assessment of the academic content standard(s)?

Class: Less tension and a more comfortable

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<tbody>
<tr>
<td>How will you group students for instruction during this lesson? (based on reading level, English learner level, etc.)?</td>
<td>In what ways are these grouping(s) appropriate for your students?</td>
</tr>
</tbody>
</table>

Class: Less tension and a more comfortable
Student levels will be mixed up so results can be fruitful for all. Tables will be arranged in a certain order where students can be comfortable and able to see and communicate with one another. When they go to the Computer lab, they need to have specific assignment so they can individually surf the internet.

What instructional materials and technology will you use?

- Overhead projector
- Internet
- Video
- PowerPoint

environment instead of just one student presenting and teacher assessing. Group work is always preferred by English Language learners. Different levels always encourage and motivate.

In what ways are the materials and technology effective?

**Class:** Students have an easier time expressing thoughts and concepts. They follow by example. It is more fun to use pictures and then describe them rather than the opposite.