Unit: ___Pronunciation.
Grade/Class ____
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</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice with songs and tongue twisters.</td>
<td>Direct Instruction Individual practice</td>
<td>Progress Monitoring. Read a passage Sing a song</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Identify the critical understandings and skills for the selected content standard(s) which you would expect students to have prior to the lesson series you are planning. Identify prior experiences students may have had with the standard(s).

**What prerequisite skills, concepts and knowledge will students need in order to meet the standard(s)?** Information sources include classroom assessment, district assessment, and CAT6 (grades 3,7,10), STAR (grades 2-11), and CELDT.

Class:
Students may need to have previous practice with pronunciation but not extensive. Willing to try as many times as necessary and willing to ask questions when they feel confused.

---

**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>
</thead>
<tbody>
<tr>
<td>What instructional <strong>strategies and activities</strong> will you use for this lesson?</td>
<td>In what ways are your instructional strategies and activities effective in measuring the learning goals for this lesson?</td>
</tr>
<tr>
<td><strong>Class:</strong> Direct Instruction to class.</td>
<td><strong>Class:</strong> Direct Instruction will deliver subject matter to students. <strong>Class Discussion</strong> will clarify to what extent they understood the instruction. <strong>Eva Easton Website</strong> will help students get the necessary practice.</td>
</tr>
</tbody>
</table>

**Class:**
- Direct Instruction to class.
- English Alphabet and Corresponding sounds.
- Vowels
- Consonants and consonant clusters.
- Place and Manner of Articulation.
- Songs
- Tongue Twisters
- Team work

**Website:** [http://eleaston.com/pr/home.html](http://eleaston.com/pr/home.html)
### INSTRUCTIONAL PLAN

**PROGRESS MONITORING ASSESSMENT**  
What evidence (student work) will you collect during this lesson that will show the extent to which students have achieved the learning goal(s)?

**Class:**  
All students need to do is listen carefully to the explanation of sounds, repeat after the teacher and practice in pairs or groups.

1. Progress monitoring while students are practicing.  
2. Read a passage  
3. Sing a song  
4. Record a tape while reading a passage.

### REFLECTION

In what ways are your assessment strategies effective in measuring the learning goals for this lesson?

**Class:**  
All the activities are designed to help the students connect with the foreign sounds. Practice is crucial to achieving native-like pronunciation. The website will illustrate an accent that is spoken by most Americans in the United States, by so allowing the students a deeper understanding of everyday life issues in this country. Recording their voice will show the progress that they will have made mastered after a long practice with sounds.

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

**Class:**  
Students can have conversation partners and practice one on one by discussing different topics. The only negative aspect is that the teacher can not interfere to give feedback or correct because the conversation has to flow without interruptions. The lesson Plan mentioned above is designed for class instruction and it is rather structured, but it helps students learn the basics of English pronunciation.
<table>
<thead>
<tr>
<th>INSTRUCTIONAL PLAN</th>
<th>REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you <strong>group students for instruction</strong> 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>
<tr>
<td><strong>Mixed levels.</strong></td>
<td>Class:</td>
</tr>
<tr>
<td>What instructional materials and technology will you use?</td>
<td><strong>Pronunciation is a skill that many non-native speakers encounter problems with no matter how advanced they might be in another skill area. Mixing the levels helps students feel at ease because they all start from the same background i.e. struggling everyday with sounds like l &amp; r, or b &amp; v etc.</strong></td>
</tr>
<tr>
<td><strong>Computer, overhead projector, Internet, textbooks and Tape recorder.</strong></td>
<td>In what ways are the materials and technology effective?</td>
</tr>
<tr>
<td></td>
<td>Class:</td>
</tr>
<tr>
<td></td>
<td><strong>Textbook delivers information and allows students to follow along or go back to later to the theoretical principles to refresh memory. Computer allows students to look for other sources that lead them to pronunciation sites. The website provided will be an excellent source for practice, for clarification and for a getting a deeper understanding of the American accent which differs distinctively from other English Accents.</strong></td>
</tr>
</tbody>
</table>