

CEP Lesson Plan Template

Teachers: Amanda Loy and James Byun

Level: 15 **Date/Time:** Tuesday 6/25 9:30-12:00

Goal: Ss will begin Unit 8 by learning passive voice

Objectives (Students Will Be Able To...):

1. Know when and how to use passive voice
2. Identify and convert active voice into passive voice
3. Make oral presentations on Unit 8 vocab

Theme: Using passive voice to describe processes

| Stage/Aim/Skill/ Microskill | Activity/Procedure | Interaction | Time (min) |
|--|---|--|--|
| Activity 1 Both Transition to #2: We're now going to practice by using the "How to build a ship in a bottle" activity from yesterday... | <i>1.1 Pre-Stage</i> 1. Ss discuss Kickoff questions in pairs: 1) How is passive voice different than active voice? 2) When do we use passive voice? <i>1.2. During Stage - Slides</i> 1. Review form and examples through PPT slides 2. Slides will cover: why passive voice, frequency of passive voice, structure, agent, tense <i>1.3 Post-Stage - Recap</i> 1. In pairs Ss practice converting active voice to passive voice using examples provided on the slides | SS-SS T-SS SS-SS | 3 10 5 |
| Activity 2 Converting Active Voice to Passive Voice James | <i>2.1 Pre-Stage - Instructions</i> 1. Ts post the butcher paper from yesterday on the walls and explain the exercise <i>2.2. During Stage - Group Work</i> 1. Ss work in the same group they were in yesterday and convert the instructions they wrote into passive voice 2. Ss can write the new instructions on a | T-SS SS-SS | 2 12 |

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|--|---|-------|----|
| <p>Transition to #3: Now that we have more practice using passive voice, we're going to shift our attention to the vocab for the unit...</p> | <p>butcher paper alongside their previous work</p> <p>2.3 Post-Stage - Peer Check/Feedback</p> <ol style="list-style-type: none"> 1. Groups will rotate and check each other's work 2. Groups will have 3 minutes to check each other's work and 2 minutes to return to their own work and review the peer feedback | SS-SS | 6 |
| <p>Activity 3 Vocab Presentations Amanda</p> | <p>3.1 Pre-Stage:</p> <ol style="list-style-type: none"> 1. T sets up the activity by assigning an order to the presentation and provides helpful advice such as option to keep time | T-SS | 2 |
| | <p>3.2 During Stage:</p> <ol style="list-style-type: none"> 1. Ss will each present their vocab word (assigned yesterday as HW) 2. Ss should cover the following items: word, definition, synonyms/antonyms, and example sentence 3. T can guide Ss if they encounter difficulties or if they are off track | SS-SS | 30 |
| | <p>3.2 Post Stage:</p> <ol style="list-style-type: none"> 1. Ts can address any other issues that arise or answer questions on anything that is unclear 2. Ts will take notes and remind Ss that the notes will be posted on Class Blog | T-SS | 3 |
| <p>Activity 4 Test Review Both</p> | <p>4.1 Pre-Stage:</p> <ol style="list-style-type: none"> 1. Ts go over the top line items on the test such as class average and difficult points 2. Remind Ss about what will appear on the final exam next week | T-SS | 3 |
| | <p>4.2 During Stage:</p> <ol style="list-style-type: none"> 1. Ss are given about 3 minutes to review the test on their own 2. Then Ts solicit and answer questions | T-SS | 10 |

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|---|---|--|---|
| Wrap-up Optional depending on time left after test | Exit tickets: SS write down 3 things they have learned in class today and 1 question that they still have. Lesson Evaluation Procedures | | 5 |
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Materials:

1. Prezi for Passive Voice
2. Butcher Paper, blue-tape, markers
3. Yesterday's group activity
4. Test 3 to review
5. Camcorder to record Ss' presentations
6. Backup PDF version of Prezi

Anticipated Problems & Suggested Solutions:

1. Technical difficulties - have backups of presentations in PDF form, set up A/V in advance
2. Activity 1: Ss may have difficulty with passive voice - set parameters and generalize properly when explaining the topic; Ss may place too much focus on other grammatical points -- tell Ss that we will cover them, but not right now.
3. Activity 2: Ss may have trouble converting yesterday's instructions. Ts walk around and assist through questions. Also, have a contingency plan for if a group finishes early
4. Activity 3: Ss may go over or under time when giving their presentations. Ts should facilitate by keeping time with all Ss rather than one-off. Ss may incorrectly present a word, Ts can help modify and assist to provide the class with appropriate input.

Contingency Plans (what you will do if you finish early, etc.):

1. SS will work collaboratively on workbook practice 2 (p.57)
2. SS will use workbook practice 3 (p.58) as a guide to create a dialogue.

Post-Lesson Reflections: