

ED 250 LESSON PLAN TEMPLATE

<p>Teacher's Name (you) Helen White Note: This lesson is based on a real lesson and a real class. It has been improved and tweaked since it was originally given.</p>	<p>School & Location (either a real or imagined school, give level, e.g. elementary, adult, and city, state, country) Zoom class, students from the Five College Center for World Languages, college-level, based in Amherst, Massachusetts, USA</p>
<p>Class (grade level, age, type of class, how many students, something descriptive about the students, length of time in minutes: e.g. High School French II, 55 min.) College-level class, two students, Norwegian I, 50-60 minutes (as needed)</p>	<p>Date 9/2/20</p>

<p>Topic or Essential Question(s) (This is the topical content, e.g. Places to visit in Beijing, political system in Kuwait, How to greet people older than you in Guatemala, photosynthesis lesson for English learners, etc.) Introducing oneself in Norwegian</p>	<p>Standard(s) LEAVE BLANK UNLESS YOU ALREADY KNOW HOW TO USE STANDARDS</p>
<p>Language Functions and Forms (Grammar and vocabulary that you will teach or have them use) Basic pronouns Question words Situational vocabulary (North, South, East, West, etc.) Basic Norwegian phrases (What is your name? I am from _____. Etc...)</p>	<p>Resources and Materials (e.g. textbook, worksheets, writing materials, manipulatives, technology, pictures, etc.) <i>Sett i gang</i>, Chapter 1 Dorer, Kari Lie, and Nancy Aarsvold. <i>Sett i Gang I: an Introductory Norwegian Curriculum</i>. Second edition, NorWords, 2016. Google slides, with activities: slides Geoguessr</p>
<p>Objectives (State what, specifically, you want them to learn and/or be able to do as a result of this lesson.) Students should be able to introduce themselves completely in Norwegian, and form a few basic sentences and questions using question words and pronouns. They should also have gotten a glimpse of Norwegian geography and understand how to describe directions in geographical terms.</p>	
<p>Assessment of Objective(s): (State how you will know if they learned what you planned for them to learn—be specific.) The final activity as well as the dialogue writing will display their skills. At the end of the lesson, they will be asked to introduce themselves the way they did in English at the beginning of the lesson, except this time in Norwegian. Their dialogue of two students meeting and introducing themselves will also show how well they are able to grasp these concepts. This is the main focus of the lesson, if students are unable to produce geographical vocabulary, this is okay, the textbook goes over these in more detail later. Main purpose is basic sentence structure and “survival” Norwegian, as this is their first day of Norwegian class.</p>	

Differentiation

LEAVE BLANK UNLESS YOU ALREADY KNOW HOW TO PLAN DIFFERENTIATIONS.

Time	Lesson Sequence (Write what the teacher and the students will do during the class. Include as much detail as you possibly can, enough that a substitute teacher could take these notes and teach the lesson. This sequence should clearly demonstrate the points you made in your reflection.)
2:00-2:10 pm	WARM UP Exchange greetings and basic introductions. Ask the students about their history with Norwegian, their interest, etc. In English- the students need a base understanding of what the class will be like. Go over useful phrases for the session.
2:10-2:20 pm	SESSION ACTIVITIES Topic: Pronouns Description: Display a chart of pronouns and ask students to fill in sentences with blanks using the correct pronouns. Ask them to say three sentences using pronouns.
2:20-2:30 pm	Topic: Question words Description: Ask the students to fill in the blanks in sentences with the appropriate question word. Have the students ask each other questions that they have learned from the textbook and give answers.
2:30-2:40 pm	Topic: Creating a dialogue Description: Have students come up with a simple dialogue involving introductions, basic greetings, and goodbyes. Then have the students present these dialogues.
2:40-2:45 pm	Topic: Geography Description: Students play Geoguessr, an internet game that allows students to guess where on the map they are. Use geography vocabulary to indicate where their guess is.
2:45-2:50 pm	Topic: Introducing oneself Description: Have students introduce themselves using only Norwegian. Go over as many of the points from the English introduction as possible.
2:50-3:00 pm	COOL DOWN Give the students a chance to ask any questions in English.

--	--