

# Mr. Danoff's Teaching Laboratory

<http://mr.danoff.org>

Charles Jeffrey Danoff's CELTA TP7  
PDF Version

*published online on January 7<sup>th</sup>, 2011*

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## Changelog

- 13 December 2010 - Prepared for December 14<sup>th</sup> lesson at Teaching House New York.
- 6 January 2011 - Merged components together into a single document and added cover sheet for online publication.

## Contact Information

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<b>LESSON PLAN</b>			
<b>Name:</b> Charles Jeffrey Danoff	<b>Date:</b> 13 December 2010	<b>Week:</b> 3	<b>Lesson number:</b> TP7
<b>Lesson type:</b> Reading and Speaking	<b>Level:</b> Upper-intermediate	<b>Length of lesson:</b> 40 Minutes	<b>Number of students:</b>
<b>Lesson Aim</b> <i>By the end of the lesson, students will...</i>			
<ul style="list-style-type: none"> <li>• have practiced reading for gist and detail, as well as practiced oral fluency.</li> </ul>			
<b>Personal aims</b> <i>During this lesson, I will be working on these action points from previous lessons:</i>			
<ul style="list-style-type: none"> <li>• Mind my teacher-talk, be careful of mumbling and using extraneous language.</li> <li>• Make the lesson more student-centered.</li> <li>• Analyzing language during pre/post teach on board, including phonemes, parts of speech and stresses for the words.</li> <li>• Monitor diligently, take active notes to use for error correction.</li> </ul>			
<b>Materials</b> (What you will need in this lesson) <i>Acknowledge sources</i>			Tutor: Appropriate personal aims? <b>Yes No N/A</b>
<ul style="list-style-type: none"> <li>• J. &amp; L. Soars, American Headway 4B, Copyright 2005 Oxford University Press, ISBN-10: 0 19 439276 7</li> <li>• Joke from Internet Teaching English as a Second Language Journal &lt;<a href="http://iteslj.org/c/jokes.html">http://iteslj.org/c/jokes.html</a>&gt;</li> <li>• Handouts with big questions for students.</li> <li>• OHP for error correction.</li> </ul>			
			Tutor: Sources acknowledged: <b>Yes No N/A</b>
<b>Language Analysis:</b>			
I have completed a) a language analysis sheet (grammar)			
(please check b) <b>a language analysis sheet (vocabulary)</b>			
all that apply) c) a language analysis sheet (functions)			
			Tutor: Sufficient analysis: <b>Yes No N/A</b>
<b>Trainer's comments:</b>			
<b>Points to work on (action points):</b>			
<b>Comments on the lesson plan and language analysis</b>			
<b>This lesson was</b> <b>BELOW</b> <b>AT</b> <b>ABOVE STANDARD</b> <b>for this stage of the course</b>			
<b>Tutor</b> _____		<b>Signature</b> _____	

**Assumptions** What do you expect the students will know about your target language/content of your lesson? Because of their level, I assume the ss will be comfortable with ambiguous open-ended questions. Also that they will grasp the readings (for gist and detail) and figure out vocabulary from context themselves.

**Anticipated problems** (skills and classroom management – NOT language)

P1) Ss do not find the questions interesting enough to discuss for a long time amongst themselves in stage 5.

P2) Advanced ss read the text very quickly then talk and distract their peers still slogging through, not allowing the less developed ss to finish.

**Solutions to these problems:**

S1) Try re-wording the questions to see if maybe they just don't understand, give them alternative questions, or move the conversation on to the next level of the pyramid quicker than planned.

S2) Monitor ss during the detailed reading stage, if some finish early go over and talk with them or try to pair them up with others who have finished to start discussing.

**Lead in or introduction:** *I will **engage** the students at the start of the lesson by...*

Having them finish a joke from the ITESLJ that relates to dreams. Once on the topic I'll start with my lesson's first big question, leading-into the next 5.

**Board Plan:** *At each stage of the lesson the board will look like this:*

1. My name, half of the joke, then the question why do we dream?
2. Blank
3. Pre-teach vocabulary (strokes & stemmed).
4. Vocabulary from the text they have problems with.
5. Blank
6. Errors as they arise.

Name: Charles Jeffrey Danoff  
 Lesson: TP7

Date: 12/14/10

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
3 -5 Min	T-S	<p><i>Stage after #)</i>  <i>Aim after →</i></p> <p>1) Lead-in → for ss to have interest in the topic.</p>	<p>1)            A) Do you remember my name?            B) Gap-fill with joke from ITESLJ &lt;<a href="http://iteslj.org/c/jokes.html">http://iteslj.org/c/jokes.html</a>&gt; about love and alarm clocks. Elicit answers from the ss, eventually give them the answer.            B) Connect to the lesson topic, speaking of dreams I want to ask you "Why do we dream?" have a short group discussion, demoing for the next step.</p>	
7 min	S-S	<p>2) Reading for gist → to practice skimming and grasping the idea of a text quickly.</p>	<p>2)            A) Tell ss "Now we have 5 more big questions on the handout. Read then write quick answers in 5 minutes" as I chest and lighthouse the handout. ICQ: Are you writing the answers?            B) Monitor ss as they work and take notes.            C) Have ss pair check answers.            D) WCFB</p>	
10 min	S-S	<p>3) Reading for detail → focused reading to thoroughly comprehend the specific ideas of a text.</p>	<p>3)            A) Pre-teach "strokes" and "stemmed" on the board, pointing out their MFP.            B) Tell ss "Read the answers, then compare them to your answers You have 10 minutes."            C) Monitor ss as they work and take notes.            D) Have ss pair check how their answers compared to the actual answers.            E) WCFB</p>	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
5 min	T-S	4) Post-teach useful vocabulary → to cover any vocab which the ss don't understand.	4) A) Ask ss "Can you define the highlighted words?". B) Go especially into detail about the difficult words on my LA sheet.	
10 min	S-S	5) Oral fluency → practice talking about a text they're interested in with peers.	5) A) Tell ss "I have written more 'important questions'. I want you to discuss and answer them in groups. B) Hand out the questions. C) Monitor as the SS work in groups. D) Group check the answers. E) WCFB	
3 min	T-S	6) Error correction → correct any mistakes I've noticed while monitoring and answer students questions.	6) A) Go to the board with mistakes I have noted and correct them, eliciting the fixes from the ss. If possible and applicable, try to upgrade the ss's language.	

# Language Analysis Sheet - Vocabulary

<b>Word/phrase</b> stemmed	
Meaning (keep it simple!) Something caused something else to happen.	
How will meaning be conveyed? Drawing of a rose and stem, then say the rose = problem and stem = start of the problem, e.g. lung cancer / smoking, elicit the students to make a sentence.	
What are your CCQs? <ul style="list-style-type: none"> <li>• Can smoking stem from lung cancer? (No)</li> <li>• Do Romeo's problems stem from loving Juliet? (Yes)</li> <li>• Can someone use stemmed in a sentence?</li> </ul>	
Form verb	Pronunciation O stemmed /stemed/
Anticipated problems and solutions P1) Ss may be confused by the stem of the rose and the use of the verb form. S1) Clarify using CCQs, ask what form is the stem of "stem" of a rose?	

<b>Word/phrase</b> painstakingly	
Meaning (keep it simple!) Hurts a lot to do something.	
How will meaning be conveyed? Via a cline with "easy" on one end "difficult" in the middle and "painstaking" on the other.	
What are your CCQs? <ul style="list-style-type: none"> <li>• If my homework is painstakingly difficult, is it fun? (No)</li> <li>• Is it painstaking to do your taxes? (Yes)</li> <li>• Do you painstakingly watch TV. (Probably not, but depending on answers, maybe.)</li> </ul>	
Form adverb	Pronunciation O o o o painstakingly /'peɪnz,teɪ.kɪŋ.li/
Anticipated problems and solutions P1) Ss may think this means you are actually in physical pain. S1) Clarify with a CCQ, "If I am painstakingly reading a book, am I actually in pain?" (No, its just an expression.)	

<b>Word/phrase</b> tedious	
Meaning (keep it simple!) Something that's boring and tiring.	
How will meaning be conveyed?  Via a cline with "exciting" on one end, "fine" in the middle and "tedious" on the other end.	

# Language Analysis Sheet - Vocabulary

<p>What are your CCQs?</p> <ol style="list-style-type: none"> <li>1) Is playing sports tedious? (No.)</li> <li>2) Is learning English tedious? (Maybe.)</li> <li>3) Is copying down a book by hand tedious? (Yes.)</li> </ol>	
<p>Form adjective</p>	<p>Pronunciation o O O tedious /ˈti.di.əs/</p>
<p>Anticipated problems and solutions</p> <p>P1) Ss may have trouble by accidentally pronouncing the silent “o”, e.g. te-di-oh-us. S1) Monitor the ss, if I hear the error highlight the phonemes on the board, then drill and practice.</p>	

<p><b>Word/phrase</b> strokes</p>	
<p>Meaning (keep it simple!) The lines on a letter.</p>	
<p>How will meaning be conveyed?</p> <p>Go to the board and with a big emphatic gesture write one line of “A”, ask what it is? Do another, ask what it is? Do the cross, then ask again. If they do not get it, tell them each of those lines is a stroke.</p>	
<p>What are your CCQs?</p> <ul style="list-style-type: none"> <li>• Point to a stroke on a letter on the board, ask what is this? (Stroke)</li> <li>• Circle an entire letter on the board, ask “Is this a stroke?” (No.)</li> <li>• Do strokes also work for non-English letters? (Yes, e.g. Japanese.)</li> </ul>	
<p>Form noun</p>	<p>Pronunciation O o strokes /stroʊks/</p>
<p>Anticipated problems and solutions</p> <p>P1) Ss may already know the verb form of the word and find the noun confusing. S1) If it comes up ask, whats another form of stroke (verb) ask for an example (His tennis stroke is strong.) Then clarify that the different forms are not synonymous and the verb is for some hitting movement, while (one definition) of the noun is for a part of a letter. Clarify with CCQ “Can I stroke a stroke?” (No.)</p>	