

Lesson Plan

School/Institution: Paroisse Saint-André Hinche

Grade/Level: 6th grade

Language: English

Course: I am a catalyst for change

Objectives:

Content Objectives	Language Objectives
SWBAT... <ul style="list-style-type: none">- identify letter writing conventions (i.e. greeting, body, closing, signature)- express their opinion related to a social issue- describe a social issue of interest	SWBAT... <ul style="list-style-type: none">- state their opinion on an issue they would like to write about using verbs such as “I believe that, I think that”

Materials

- individual letters
- paper
- pencils/pens
- *Letters to the First Lady* by The Children of Our Nation
- chalk board/dry erase board
- Dell laptops*

* if available

Procedures

Pre-Activity	Time Frame	Objective(s) Targeted
<ul style="list-style-type: none">- T hands out letters to each student (letters are written in English from the T to the Ss)- T and Ss collaborate in identifying the parts of the letter (i.e. greeting, body, closing, signature)- T informs Ss that they will be learning the basic conventions of writing a letter, as well as rationale for writing letters	10 min	<ul style="list-style-type: none">- identify letter writing conventions (i.e. greeting, body, closing, signature)

During Part 1	Time Frame	Objective(s) Targeted
<ul style="list-style-type: none"> - T shows a picture of the First Lady of Haiti, Sophia Martelly - T ask Ss if they know who she is and what she does - T explains that in the US we also have a First Lady and shows a picture of US First Lady, Michelle Obama - T explains that they will be reading a book written by some students like themselves have about changes they would like made, identifying that the first lady is an outlet for that 	7 min	<ul style="list-style-type: none"> - express their opinion related to a social issue - describe a social issue of interest
During Part 2		
<ul style="list-style-type: none"> - T uses photos to represent what some of the quotes from the book are about - T reads part of the book (p. --), <i>Letters to the First Lady</i> and focuses on what children are asking/writing to the first lady - *Ss follow along if Dell laptops are available - T checks for understanding of issues children in the book raised: Fitness, food, heath, nutrition 	7 min	<ul style="list-style-type: none"> - express their opinion related to a social issue - describe a social issue of interest
During Part 3		
<ul style="list-style-type: none"> - T explains that they will write a letter (showing the one she wrote) to the first lady (shows the picture of Sophia Martelly) - T will model a few ideas for the Ss - Ss then work in groups to brainstorm issues/ opinions/something they would like to change that the First Lady could do. - Ss may draw the issues they would like to talk about 	7 min	<ul style="list-style-type: none"> - express their opinion related to a social issue - describe a social issue of interest

During Part 4

- T gathers Ss back together to talk about the issues they have come up with
- Ss will show their drawings or writings and T will supply vocabulary for their specific choice of topic
- T will then focuses on the linguistic aspect of the writing that expresses requests (e.g. I would like, I think that...)
- T writer several sentence frames on the board: *I would like...*, *I think that...*, *It is important to...*, *I believe that...*, which will aid in forming sentences for the ideas Ss have brainstormed
- T models what Ss will do with the sentence frame
- Ss will take a sentence frame and insert the issue/opinion they had brainstormed
- T offers language support via computer* and translated phrases/ words

20 min

- express their opinion related to a social issue
- describe a social issue of interest
- state their opinion on an issue they would like to write about using verbs such as “I believe that, I think that”

Post Activity	Time Frame	Objective(s) Targeted
<ul style="list-style-type: none"> - Checking for understanding: Drafting your letter! - T asks students to revisit the letter the received at the beginning of class - Ss and T review what should be written in each section - Ss will now draft the beginning of their letter and incorporate one of the sentences they produced in the during activity - Ss will write the greeting and the one sentence they produces. - T will collect their drafts and assess each student 	10 min	<ul style="list-style-type: none"> - state their opinion on an issue they would like to write about using verbs such as “I believe that, I think that” - identify letter writing conventions (i.e. greeting, body, closing, signature) - express their opinion related to a social issue - describe a social issue of interest

Assessment

- T checks for understanding throughout the lesson
- T circulated when Ss work in groups
- T collects the letters Ss drafted