

Benjarin Kaivalvatana
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TESOL 427
Practicum Journal

Team Teaching: English Exchange Lesson Plan

Number of Learners: 20+

Time for Lesson: 60 minutes

Focus: Phrasal Verbs	Lesson Purpose: Help the students to learn the phrasal verbs and produce sentences out of it.

Resources and Materials:	Computer, Projector, The printed list of selected phrasal verbs with nouns.
Content & Language Objectives:	<ul style="list-style-type: none">· Be able to use the phrasal verbs that have been selected for them, which are Back up, Black out, Block off, Break down, Bring up, Bump into, Carry out, Come across, Count on, Deal with, Drop off, Drop in, Fall through, Get off, Get on, Get rid of, Look forward to, Make fun of, Pass away, Put off, Put on, Run into, Run out of, Take after Be able to produce the language confidently plying phrasal verbs in the activities.
This is what I must communicate and evaluate achievement of.	

<p>Instructional Strategies & Learning Tasks to Support Student Learning:</p>	<p>We start with a prayer and some small introduction of ourselves.</p> <p>Then, we will all come together as a class in a circle to play a getting to know each other games. The students will say their name and everyone has to pay attention. Afterward, when I point my finger to A, A has to squad down and the two people beside A has to say each other names as fast as they can. This will help students to feel relax and be comfortable around each other.</p> <p>We introduce the phrasal verbs and what is it for. We also ask some comments from the students on the phrasal verbs, if they have heard or use it before. We also tell them the reason of us teaching this lesson. It is to help with their communication. We also prepare the list and examples of phrasal verbs to show them.</p> <p>We divide them into pairs to discuss knowledge and experiences that they have with given phrasal verbs before.</p>
<p><i>Following the Gradual Release of Responsibility Model</i></p>	<p>Then, each pair can share with the class about the meaning, examples and experiences that they have with given phrasal verbs.</p> <p>After the discussion, we will have the students use the knowledge that they learn in a fun way by playing Charade. They will be divided in teams and pick one phrasal verbs without seeing, then they have to act it out. The team has to guess the right phrasal verbs that they get.</p> <p>If it's too easy: Contingency plan: Phrasal mad lib envelopes. Make a story with a jumble of words from the envelope. And then act them out.</p> <p>If it's too hard: Contingency Plan: Act out charade items out by pairs one by one, no competition.</p>
<p><i>How I will provide feedback</i></p>	<p>Feedback is given to the learner informally as the lesson is happening. As the learner is participating in the debating, I could give some input of the response the learner produce.</p>
<p><i>Differentiation</i> <i>•How I will accommodate different learning styles and levels</i></p>	<p>Phrasal verbs is a big topic and there are many things to learn. Whether for a higher level or lower level, the focused list of phrasal verbs can be changed according to the level of the students. For the learning styles, the activities can also be changed to be less outgoing for the learners that are introvert.</p>

Assessments:

•*How students will demonstrate my objective*

Formative Assessments: The learner demonstrate the knowledge and her understanding through the performance during the lesson.
