

Full Day English Village-What's your job?

Lesson Plan

Wen-Ao English Village

Designer : Olivia Johnson

Topic	Health Center- Seeing the doctor	
Language Focus	Focus on English words used when describing injuries to the doctor: doctor, head ache, stomach ache, arm, leg, foot, hand, toothache, “What’s wrong with you?” “My _____ hurts.”	
Learning Objectives	TLW will answer the question “What’s wrong with you?” using English. TLW identify parts of the body in English. TLW participate in classroom games and activities.	
Learning Materials	Picture dice, sentence strips	
Teaching Aids	PPT	
Stages	Procedure	Time
Pre-Teaching (Warm-Up & Review)	Welcome students and introduce myself. Quickly assess students’ English level by asking students what their name is.	About 10 min.
While Teaching	Using ppt, teach the meaning of the words. As words are introduced, have students point to that part of their body. Review the words by playing Simon Says. Next, introduce the sentence pattern “My _____ hurts.” And practice with the students. For more advanced students, teach when to use -ache ex. I have a stomachache. Students will divide into groups and practice saying this sentence stem while using the picture dice. In groups of 2, one student will say, “What’s wrong with you?” and the other student will roll the dice and answer the question using the picture from the dice and the sentence, “My _____ hurts.” Students will rotate partners and take turns answering the	About 40 min.

	question.	
Wrap-Up	<p>Play a review game (basketball) with the students to reinforce vocabulary.</p> <p>Students take turns answering questions. If they get the answer right, they can shoot the ball into the basket to get a point for their team.</p>	About 10 min.
Afternoon	<p><u>REVIEW</u></p> <p>Review the different injuries learned in the morning.</p> <p>Students can take turns acting out the injury and other students must guess what the injury is.</p>	About 30 min.
	<p><u>ACTIVITIES</u></p> <p>Ask students which occupations they learned about, and then talk about what injuries each profession may get (ex. Construction worker hit hand with hammer)</p> <p>After, assign each student an occupation and have them see the doctor one by one. They should use the phrase “I am a _____. I hurt my _____ at work.”</p> <p>While students are waiting to see the doctor, they can work on a review worksheet to take home and practice the phrases with the picture dice.</p>	About 30 min.

Lesson Plan

Wen-Ao English Village

Designer : Nick Johnson

Topic	Occupations- Full day	
Language Focus	Jobs and occupations, describing occupations, “I am a (occupation). I (action).	
Learning Objectives	Students will know the names of common occupations as well as some of the roles or actions the different occupations have and where they work.	
Learning Materials	Ppt., occupation room decorated walls, building models.	
Teaching Aids	Building models, projector, worksheet.	
Stages	Procedure	Time
Pre-Teaching (Warm-Up & Review)	The beginning activity will familiarize students with the occupations depicted in the health center. These occupations include baker, police officer, fire-fighter, fisherman, banker, doctor, hair stylist, and teacher. Students will practice with the sentence stem, “I am a _____.”	25 min. (a.m.)
While Teaching	The teacher will add job descriptions to each occupation once students begin to master the occupation names. Students will then add to the first sentence stem, “I am a _____. I _____.” These descriptions will be: baker, make bread; police officer, catch robbers; Fire fighter, put out fires; fisherman, catch fish; banker, count money; doctor, give medicine; hair stylist, cut hair; teacher, teach students. Students will also learn some of the vocabulary of where people work (bakery, bank, etc.)	25 min. (a.m.)
Wrap-Up	Students will draw an occupation randomly and tell the class, using the sentence stem, what their occupation is and what is the description of that occupation. Students will utilize this information	10 min. (a.m.) + 15

	when they participate in the health-center activity by using that occupation as part of their sentence stem.	min. (p.m.)
Assignment	Students will draw a picture and think of a motion to describe the occupation he or she was randomly given. The class will perform these motions and say the sentence stem together to further create connections with the materials.	15-20 min. (p.m.)