

CEP Lesson Plan – June 4, 2014

Teacher/s: Katie
 Level: A2
 Date/Time: June 4, 2014

Goal: Students will think critically about beauty, learn vocabulary related to appearance and character, and practice using the third conditional in the context of former experiences in their lives.

Objectives (SWBAT):

Students Will Be Able To...

1. Learn vocabulary related to physical appearance by brainstorming and completing a worksheet.
2. Practice using vocabulary related to physical appearance by describing images while their partner draws.
3. Identify vocabulary words related to beauty in a short video clip about beauty.
4. Learn how to use the third conditional to talk about regrets by conducting role plays.
5. Practice providing details in speaking by performing a jigsaw activity about Maya Angelou's life.
6. Identify and use beauty-related vocabulary in a poem, "Phenomenal Woman" by Maya Angelou.
7. Think critically about concepts related to beauty by discussing the poem.
8. Discuss different examples of conditional structures in authentic contexts by sharing and writing about the homework assignment from last night, which was to collect an example of a conditional sentence.

Theme: Beauty

Extensions: Dove "Real Beauty" Commercial, Maya Angelou "Phenomenal Woman" poem

Stage/Aim/Skill/Microskill	Activity/Procedure	Interaction	Time
<p>Activity 1: Using Adjectives to Describe Beauty</p> <p><i>Transition: "Great. Now that you have thought about a lot of words used to describe beauty, let's try to apply them to actual images of people..."</i></p>	<p><i>Pre-stage:</i> T asks students to look at the images on page 67 of the book, and explains that both people are considered beautiful in their own cultures. T writes, "In your opinion, what makes someone beautiful?" on the board. Ss give a few ideas, T writes on board. (2 mins)</p> <p><i>During-stage:</i> Ss brainstorm lists of what makes someone beautiful on butcher paper. Ss are instructed to use adjectives and nouns. (5 mins)</p> <p><i>Post-stage:</i> Ss walk around, look at other papers. (2 mins)</p> <p>Next, Ss do the vocab check on page 68. T will review correct answers by placing them under the doc cam. (6 mins)</p> <p>T distributes worksheet, describing physical characteristics, from the teacher workbook – p. T123. Ss complete and T will review correct answers using the doc cam. (10 mins).</p> <p><i>Tangible outcome:</i> completed worksheet, butcher paper depictions</p>	T-SS SS-SS	25 mins 7:00-7:25
<p>Activity 2: Drawing Using Adjectives</p> <p><i>Transition: "These drawings are great! Let's look at a video which</i></p>	<p><i>Pre-stage:</i> T shows the class a picture of a person from a magazine and asks for some adjectives to describe the person. (2 mins)</p> <p><i>During stage –</i> T gives each student their own picture and instructs them not to share the image with their partner. Ss will try to describe the person while their partner draws the person. 4 minutes per partner</p>	TT-SS SS-SS	12 mins 7:25-7:37

<p>Activity 2: Drawing Using Adjectives</p> <p><i>Transition: “These drawings are great! Let’s look at a video which actually discusses the topic of making drawings of people, and think about how it relates to the theme of beauty.”</i></p>	<p><i>Pre-stage:</i> T shows the class a picture of a person from a magazine and asks for some adjectives to describe the person. (2 mins)</p> <p><i>During stage –</i> T gives each student their own picture and instructs them not to share the image with their partner. Ss will try to describe the person while their partner draws the person. 4 minutes per partner (8 mins)</p> <p><i>Post-stage:</i> Ss will post their pictures up next to their butcher paper from previous activity; class will circulate to view images. (2 mins)</p> <p><i>Tangible outcome:</i> completed drawings</p>	<p>TT-SS SS-SS</p>	<p>12 mins 7:25-7:37</p>
<p>Activity 3: Dove “Real Beauty” Video + Discussion about Beauty</p> <p><i>Transition: “Now that you have really been thinking about the theme of beauty in a deeper way, let’s connect the topic to the grammar of the week, which is conditionals. Often the third conditional is used when people talk about themselves and their lives – especially regrets in their lives.”</i></p>	<p><i>Pre-stage:</i> T explains that there is a viral internet video made by a company called Dove. In the video, a sketch artist draws images of women based on the adjectives that the women use to describe themselves. Ss will watch the video and write down any adjectives that the people use to describe their physical characteristics. Ask 1 person from each group to write their adjectives on the board. Error correct with the class. (5 mins)</p> <p><i>During-stage:</i> Discussion: How do the women feel when they see their portraits? What’s the message of the film? Do you agree or disagree? (2 mins in groups, 3 mins as a class)</p> <p><i>Post-stage:</i> General discussion questions about beauty. Give Ss each a printout with the discussion questions on it, and also give students a number. Ss will find a new partner and will discuss the questions with their partner for five minutes. (5 mins)</p> <p>Interesting ideas will be shared with the class. Ss return to their original seats. (2 mins)</p> <p><i>Tangible outcome:</i> Discussion questions - worksheet</p>	<p>T-SS SS-SS</p>	<p>17 mins 7:37-7:54</p>
<p>Activity 4: Using the Third Conditional to Talk About Ourselves</p> <p><i>Transition: “Excellent job with the conditional – we will return to it at the end of class. For now, we are going to discuss an extremely famous poem on the subject of beauty. In order to do that, we are first going to talk about the author’s life.”</i></p>	<p>1. <i>Pre-stage:</i> T explains that the third conditional is often used to talk about regrets – related to ourselves and our conceptions of ourselves. T writes the third conditional form on the board: If + past perfect + would have + verb 3 (past participle)</p> <p>Examples: If I had exercised every day last month, I would have been in great shape today. If I had eaten a healthy breakfast, I would have felt better this morning.</p> <p>Ss are asked to read at the dialogue on page 67 – T will choose a volunteer to be the Daughter/Mother. What are the conditional forms used? Ss will underline the conditional structures. T will display on the doc cam. (10 mins)</p> <p>2. <i>During-stage:</i> Ss are asked to take turns discussing the topics in (a-f) using the topics provided. T will model the first one. (10 mins)</p> <p>3. <i>Post-stage:</i> Ss will be asked to perform one of their dialogues for the class (10 mins).</p>	<p>T-SS, SS-SS</p>	<p>30 mins 7:54-8:24</p>

<p>Activity 5: Jigsaw about Maya Angelou's Life</p> <p><i>Transition: "Now that you know a lot about Maya Angelou's life, let's read and listen to one of her most famous poems."</i></p>	<p>1. <i>Pre-stage:</i> T will explain that the class will read a famous poem about Maya Angelou, and asks students if they know about her. T tells Ss that she passed away last week.</p> <p>Each Ss will be given a slip of paper with one part of Maya Angelou's autobiography on it. Each group's members will have a different part of the script - #1, #2, #3, or #4. Groups will be asked to read the paper in their groups and clarify any vocabulary they do not know. Next, tell Ss to write down the main points on the worksheet next to their group number.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Read the passage. 2. Write down the main ideas on the worksheet in the right column corresponding to your group number. 3. With your partner, practice saying the main ideas without looking at your paper. (3 mins) <p>2. <i>During-stage:</i> Ask a student to read aloud the directions on the top of the worksheet, which state:</p> <p>Directions: Find other students in the class who can help you fill in the chart about Maya Angelou's life. You will need to talk to students from different groups. Write down the main points that your partner gives you.</p> <p>Ss will mingle and try to fill in the worksheet by finding people from other groups who can provide the information needed.(10 mins)</p> <p><i>Post-stage:</i> T will ask students to go back to their original groups and check to make sure they got all the information. T will have a volunteer put their worksheet under the doc-cam. Ss will add additional information as needed. (3 mins)</p> <p><i>Tangible outcome:</i> Worksheet with details about Maya Angelou's life.</p>	<p>T-SS, SS-SS</p>	<p>16 mins 8:30-8:46</p>
<p>Activity 6: Listening and Reading Activity: Phenomenal Woman by Maya Angelou</p> <p><i>Transition: "Great job looking at the vocabulary in the poem. Let's discuss the deeper meaning of the poem now."</i></p>	<p>Pre-stage: T will distribute a listening passage with the text of "Phenomenal Woman." T will ask the class: What does "phenomenal" mean? (1 min)</p> <p>During-stage: Ss will listen to the poem. As they listen, they will highlight or underline words that are unfamiliar to them. (3 mins)</p> <p>Post-stage: Ss will complete the vocabulary check on the attached worksheet. T will circulate and assist. Correct answers placed on doc cam. If groups finish early, Ss will be instructed to use the vocabulary to write their own sentences on the bottom of the worksheet. (10 mins)</p> <p>With the new vocabulary learned, Ss will be asked to read the poem again, circulating around the classroom – 1 line per student (4 mins)</p> <p><i>Tangible outcome:</i> Poem, vocabulary check</p>	<p>T-SS, SS-SS</p>	<p>17 mins 8:46-9:00</p>
<p>Activity 7: Discussion about the Poem</p>	<p><i>Pre-stage:</i> T will pass out the discussion questions (attached). T will ask Ss to take a moment and reflect on the first question: what is your interpretation of the poem? Then, T will encourage the class to</p>	<p>T-SS, SS-</p>	<p>12 mins</p>

<p>Activity 7: Discussion about the Poem</p> <p><i>Transition: "Excellent work with the poem. As I mentioned, we are going to return to conditionals to close the class. Could you please take out your homework from last night?"</i></p>	<p><i>Pre-stage:</i> T will pass out the discussion questions (attached). T will ask Ss to take a moment and reflect on the first question: what is your interpretation of the poem? Then, T will encourage the class to discuss as a whole. (5 mins)</p> <p><i>During-stage:</i> In table groups, Ss will discuss and take notes for questions 2-6. (5 mins)</p> <p><i>Post-stage:</i> T will go through each question and call on Ss to explain their answers. (2 mins)</p> <p><i>Tangible outcome:</i> Discussion questions with notes</p>	<p>T-SS, SS-SS</p>	<p>12 mins 9:00-9:12</p>
<p>Activity 8: Collected Conditionals from Hwk Last Night</p> <p><i>Transition: Wonderful job today! So I can see what you learned, I am passing out exit tickets for the day...</i></p>	<p><i>Pre-stage:</i> T asks Ss to take out their homework from last night, which was to find a conditional sentence in an authentic environment (on the news, in a reading, etc.)</p> <p><i>During-stage:</i> Ss will fill in the "structure log" to write about their collected structure. (5 mins)</p> <p><i>Post-stage:</i> In small groups, Ss will share their structure. T will collect the written responses (7 mins)</p> <p><i>Tangible Outcome:</i> Completed structure log</p>	<p>T-SS, SS-SS</p>	<p>12 mins 9:12-9:24</p>
<p>Wrap-up</p>	<p><i>Lesson Evaluation Procedures:</i> Ss will fill out "exit tickets" – 2 things learned, 1 thing still confused about.</p> <p>Homework:</p> <ol style="list-style-type: none"> 1. Write a description of a famous person on the blog, using at least five sentences and some of the adjectives we have been learning in class. Don't say their name! At the end of your post, write, "Who is it?" 2. Respond to one of your classmates post on the blog, and try to guess who the person is. 3. Workbook p. 43-44, Practice 6 <p>Example:</p> <p>This person is very famous all over the world, but especially in the United States. He is tall, slender, and of African-American descent. He has dark brown eyes, a wide nose, and full lips. His hair is buzzed short, and is grey and black in color. He is usually very serious when he gives political speeches, but sometimes the media catches him saying something funny or quirky. He has a wife and two daughters. He lives in a very famous house, which is located on the east coast of the United States.</p>	<p>T-SS, SS-SS</p>	<p>56mins 9:25-9:30</p>

Materials:
Worksheets
Markers
WB Markers
Butcher Paper
Paper for drawings

Tape
Photos of people from magazines/internet
Website
Teacher book - worksheet

Anticipated Problems & Suggested Solutions:

1. No video/low sound – will read poem aloud. For Dove beauty commercial, will skip pre, during stages of activity and move to the post stage (discussion questions).
2. Too many activities – if so, cut out final activity 8 and do tomorrow at the beginning of class.

Contingency Plans (what you will do if you finish early, etc.):

If we finish early, we'll play 20 questions with famous people. First as a class, then as a group, Ss will try to guess the person someone is thinking about. Questions should include adjectives about appearance.

Post-Lesson Reflections:

Does beauty affect one's success in life?
Is beauty related to power?
Do people spend too much time and money on beauty?
Do you think people should have cosmetic surgery to enhance their looks?
What do you think "beauty is skin deep" means?
Do you think people from different countries than you have different standards of beauty?

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Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

ONE: Maya Angelou is part of the fabric of modern America. She has told her story of being a key part of the civil rights movement through poetry, novels and film. She is best known for her six autobiographies, most notably 'I Know Why the Caged Bird Sings'. In 1993, President Bill Clinton asked her to recite one of her poems at his inauguration.

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

TWO: Angelou was born in Missouri in 1928 into a deeply segregated society. Her parent's divorce meant she was sent back and forth between her mother and grandmother. Her mother's boyfriend sexually abused her when she was eight. His later murder left Angelou mute for five years. She studied drama and literature at school, and three weeks after graduating, gave birth to her son.

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

THREE: Angelou struggled to survive for many years. She experienced poverty, crime, prostitution and her son being kidnapped. She won a scholarship to study dance. Her career as a singer and dancer took off. She moved to New York and acted in Broadway plays. She also met Martin Luther King Jr. and Malcolm X and became active in the civil rights movement.

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

FOUR: Angelou became, and is to this day, a prolific writer. She also toured the USA giving lectures, appeared in TV series and wrote songs. Her screenplay, 'Georgia, Georgia' was the first written by a black woman to be made into a movie. Angelou has been highly honored for her significant cultural contributions and has over 30 honorary degrees. She is an American legend.

NAME: _____

Maya Angelou's Life

Directions: Find other students in the class who can help you fill in the chart about Maya Angelou's life. You will need to talk to students from different groups. Write down the main points that your partner gives you.

	Details:
PART ONE	
PART TWO	
PART THREE	
PART FOUR	

NAME: _____

Phenomenal Woman

BY MAYA ANGELOU

Directions: As you listen to and read this poem, underline or highlight words you do not know.

1 Pretty women wonder where my secret lies.
2 I'm not cute or built to suit a fashion model's size
3 But when I start to tell them,
4 They think I'm telling lies.
5 I say,
6 It's in the reach of my arms,
7 The span of my hips,
8 The stride of my step,
9 The curl of my lips.
10 I'm a woman
11 Phenomenally.
12 Phenomenal woman,
13 That's me.
14
15 I walk into a room
16 Just as cool as you please,
17 And to a man,
18 The fellows stand or
19 Fall down on their knees.
20 Then they swarm around me,
21 A hive of honey bees.
22 I say,
23 It's the fire in my eyes,
24 And the flash of my teeth,
25 The swing in my waist,
26 And the joy in my feet.
27 I'm a woman
28 Phenomenally.
29
30 Phenomenal woman,
31 That's me.
32
33 Men themselves have wondered
34 What they see in me.
35 They try so much
36 But they can't touch
37 My inner mystery.
38 When I try to show them,

39 They say they still can't see.

40

41 I say,

42 It's in the arch of my back,

43 The sun of my smile,

44 The ride of my breasts,

45 The grace of my style.

46 I'm a woman

47 Phenomenally.

48 Phenomenal woman,

49 That's me.

50

51 Now you understand

52 Just why my head's not bowed.

53 I don't shout or jump about

54 Or have to talk real loud.

55 When you see me passing,

56 It ought to make you proud.

57

58 I say,

59 It's in the click of my heels,

60 The bend of my hair,

61 the palm of my hand,

62 The need for my care.

63 'Cause I'm a woman

64 Phenomenally.

65 Phenomenal woman,

66 That's me

NAME: _____

Vocabulary from "Phenomenal Woman" by Maya Angelou

Directions: Match the meaning of the vocabulary words from the poem with the definitions on the right. If you aren't sure, look at the context of the word in the poem.

VOCABULARY WORDS	DEFINITIONS
1. Phenomenal _____	a. the inside center of one's hand
2. Span _____	b. a distance
3. Stride _____	c. highly extraordinary or exceptional
4. Curl _____	d. a long step in walking
5. Hive _____	e. to curve or coil
6. Swing _____	f. a place where bees live
7. Waist _____	g. a back and forth movement
8. Arch _____	h. the part of the body above the hips; usually the smallest part of the torso
9. Grace _____	i. a shape that resembles a half-circle
10. Bowed _____	j. elegance or beauty of form, manner, motion, or action
11. Click _____	k. to incline/move the head forward
12. Palm _____	l. a small, sharp sound

If you finish early, Try writing your own sentences with the vocabulary.

1. _____

2. _____

3. _____

NAME: _____

Discussion Questions about “Phenomenal Woman” by Maya Angelou

Directions: Discuss the following questions with your group. Write down short answers below the questions.

1. What is your interpretation of the poem?
2. What issues does Maya Angelou address in lines 1-4 of the poem?
3. She uses several metaphors to describe herself. Find three examples in the poem.
4. In lines 33-34, she writes: “Men themselves have wondered / What they see in me.” What does she mean by this?
5. What is “my inner mystery” in line 37?
6. What is pride? Does this poem express pride? Find some examples.
7. What kind of body gestures/movements are described in the poem? Do you think people are defined by their body gestures/movements? Why or why not?

Exit Ticket

Before you leave class, write down 2 things that you learned today and 1 thing you are still confused about.

1. _____

2. _____

3. _____

Exit Ticket

Before you leave class, write down 2 things that you learned today and 1 thing you are still confused about.

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