

Lesson Plan for the Videoconferencing Taglia L'arancia Lesson

Preparation:

- Set up TV/DVD player

Materials:

- 10 oranges
- 2 grapefruit
- 1 lemon
- 1 lime
- 1 tangerine
- 1 orange juicer
- 1 cutting board (or paper / plastic plate)
- 1 sharp knife
- 10 large paper cups
- 10 small paper cups
- 4 large picture cards
- 5 sentence strips
- Laminated cloze list for Natural Approach (or transparencies)
- Blank paper for document camera
- Vis-à-vis pen
- Dry erase marker
- Colored markers
- Chart paper

Handouts:

- Natural Approach (Second Language Acquisition) handout packet
- taglia l'arancia cloze paper

Purpose: To introduce teachers to teaching methods appropriate for children learning English for Speakers of Other Languages

Objectives:

- To appreciate the difficulty of comprehending a lesson taught entirely in an unknown language
- To identify strategies for making a lesson as comprehensible as possible to students who do not speak or understand the language
- To link the teaching and communication strategies to theory (Second Language Acquisition and general learning theory) and to strategies used for students at different stages of English language development

Demonstration Lesson: (Presenter and facilitators can speak no English – Italian or non-verbal communication only)

- Demonstrate taglia l'arancia 3 times
- Ask for volunteer – act out to commands of the 4 steps
Facilitator non-verbally draws out a person
- Ask for volunteers – do 3 commands out of sequence (spremi l'arancia then taglia il pompelmo)
- Ask for volunteers – cut the grapefruit (do the 4 steps with grapefruit); *Facilitator non-verbally draws out a person*
- Ask for volunteers – cut the lemon (do the 4 steps with lemon); *Facilitator non-verbally draws out a person*
- Ask students to nod / si if picture corresponds to spoken phrase
- Pass out photo cards; *Facilitators hand these out to people who haven't participated in the prior demonstration*
- State a phrase and ask each person to lift up card; *I will say giusto? – correct? The facilitator will say si or no.*
- Ask people with cards to come to front of the room; *Facilitators non-verbally encourage each person to come up to the front of the room*
- Give card holders the sentence strip that corresponds with the picture; *Facilitators hand these out to card holders*
- Read each sentence strip slowly while pointing to each word; *Facilitators non-verbally direct everyone's eyes to the pictures and sentence strips displayed at the front of the room*

- Collect and redistribute cards; *Facilitators collect and redistribute the cards to individuals who haven't participated in previous activities*
- Hand out sentence strips to other individuals; *Facilitators hand out sentence strips to individuals who haven't participated in previous activities*
- Tell students to match up in order in the front of the room; *Facilitators non-verbally encourage students to go to the front of the room*
- Check answers, then ask facilitator if they are OK. *I will say giusto? – correct? The facilitator will say si or no.*
- Tell students to return to their seats; *Facilitators non-verbally encourage students to return to their seats*
- Wave magic knife and back into English

- Ask students how it felt and what made the lesson comprehensible. Write answers on board. *Have facilitators write the answers (exactly the same answers that I'm writing) on white board or chart paper.*
- Let them know that a teacher couldn't teach all students a lesson such as this, but that many principles of making instruction comprehensible were condensed into one lesson