

**Subject Area:** English Language Arts  
**Unit Title:** Introduction to Future Plans and Goals with Going to  
**Grade Level:** 12th Grade  
**Lesson Number:** 1 of 10

**Duration:** 30 minutes  
**Date:** March 12, 2024  
**Teacher:** Ms. Johnson  
**Room:** 101

## Curriculum Standards Alignment

### Content Standards:

- CCSS.ELA-Literacy.L.9-10.1
- CCSS.ELA-Literacy.L.9-10.2

### Skills Standards:

- CCSS.ELA-Literacy.SL.9-10.1
- CCSS.ELA-Literacy.SL.9-10.2

### Cross-Curricular Links:

- Life Skills
- Career Development

## Essential Questions & Big Ideas

### Essential Questions:

- What are my short-term and long-term goals?
- How can I use the present continuous tense with "going to" to express my intentions and predictions?

### Enduring Understandings:

- Students will understand the concept of future plans and goals.
- Students will be able to use the present continuous tense with "going to" correctly in sentences.

## Student Context Analysis

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### Class Profile:

- Total Students: 25
- ELL Students: 5
- IEP/504 Plans: 2
- Gifted: 3

### Learning Styles Distribution:

- Visual: 40%
- Auditory: 30%
- Kinesthetic: 30%

## Pre-Lesson Preparation

### Room Setup:

- Arrange desks in a circular formation to facilitate group discussion.
- Prepare whiteboard and markers for note-taking.

### Technology Needs:

- Computer with internet access for research.
- Projector for presentation.

### Materials Preparation:

- Handouts with guided practice exercises.
- Whiteboard markers.

### Safety Considerations:

- Ensure students are seated comfortably and safely during group discussion.
- Monitor students' use of technology to prevent distractions.

## Detailed Lesson Flow

### Introduction (5 minutes)

- Introduce the topic of future plans and goals.
- Ask students to share their favorite hobbies or interests and how they plan to pursue them in the future.

### Direct Instruction (15 minutes)

- Provide a clear and concise explanation of the present continuous tense with "going to".
- Use visual aids, such as diagrams and charts, to help students understand the concept.

### Engagement Strategies:

- Think-pair-share to encourage student participation.
- Use real-life examples to illustrate the concept.

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### Guided Practice (15 minutes)

- Provide students with a handout containing sentences using the present continuous tense with "going to".
- Ask students to work in pairs to identify and explain the correct usage of "going to" in each sentence.

### Scaffolding Strategies:

- Provide sentence stems to support students' writing.
- Encourage students to use visual aids to illustrate their understanding.

### Independent Practice (15 minutes)

- Provide students with a worksheet containing exercises that require them to use "going to" correctly in sentences.
- Allow students to work individually, using the grammar rules and examples from the direct instruction section as a reference.

### **Closure (10 minutes)**

- Review the key language and grammar from the lesson.
- Provide opportunities for students to reflect on what they have learned and how they can apply it in their everyday lives.

## Differentiation & Support Strategies

### For Struggling Learners:

- Provide additional support and scaffolding during guided practice.
- Offer one-on-one instruction to review key concepts.

### For Advanced Learners:

- Provide additional challenges and extensions to the lesson.
- Encourage students to create their own examples and share with the class.

### ELL Support Strategies:

- Provide visual aids and graphic organizers to support language development.
- Use simplified language and sentence structures to facilitate understanding.

### Social-Emotional Learning Integration:

- Encourage students to reflect on their own goals and aspirations.
- Provide opportunities for students to share their thoughts and feelings with the class.

## Assessment & Feedback Plan

### Formative Assessment Strategies:

- Observations during group discussion and guided practice.
- Review of student worksheets and exercises.

### Success Criteria:

- Students will be able to use the present continuous tense with "going to" correctly in sentences.
- Students will be able to identify and explain the differences between various future forms.

### Feedback Methods:

- Verbal feedback during group discussion and guided practice.
- Written feedback on student worksheets and exercises.

## Homework & Extension Activities

### Homework Assignment:

Ask students to write a short paragraph about their short-term and long-term goals, using the present continuous tense with "going to" correctly.

### Extension Activities:

- Ask students to create a visual project, such as a poster or infographic, to illustrate their goals and aspirations.
- Encourage students to research and present on a topic related to their goals and interests.

### Parent/Guardian Connection:

Ask students to share their goals and aspirations with their parents or guardians and discuss how they can support them in achieving their goals.

## Teacher Reflection Space

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### Pre-Lesson Reflection:

- What challenges do I anticipate in teaching this lesson?
- Which students might need extra support or scaffolding?
- What backup plans should I have ready in case of technical issues or other disruptions?

### Post-Lesson Reflection:

- What went well in the lesson?
- What would I change or improve for future lessons?
- What next steps can I take to support students in achieving their goals and aspirations?

## Introduction to Future Plans and Goals

Future plans and goals are an essential part of our lives. They help us to focus on what we want to achieve and give us direction and purpose. In this lesson, we will explore the concept of future plans and goals and how to use the present continuous tense with "going to" to express our intentions and predictions.

## The Present Continuous Tense with "Going to"

The present continuous tense with "going to" is used to express future plans and intentions. It is formed using the present continuous tense of the verb "to be" + "going to" + the base form of the main verb. For example: "I am going to study for my exam tonight."

## Guided Practice Exercises

Complete the following sentences using the present continuous tense with "going to":

- I \_\_\_\_\_ (go) to the movies tonight.
- She \_\_\_\_\_ (study) for her exam next week.
- They \_\_\_\_\_ (travel) to Europe next summer.

## Independent Practice Exercises

Write a short paragraph about your short-term and long-term goals, using the present continuous tense with "going to" correctly.

## Assessment Rubric

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The assessment rubric will be used to evaluate student understanding of the present continuous tense with "going to" and their ability to use it correctly in sentences.

- Content (40%): Does the student demonstrate an understanding of the present continuous tense with "going to" and its usage?
- Organization and Coherence (30%): Is the student's writing clear and well-organized?
- Language Use (30%): Does the student use the present continuous tense with "going to" correctly and consistently?

## Extension Activities

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### Conclusion

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In conclusion, this lesson plan is designed to introduce students to the concept of future plans and goals, with a focus on the use of the present continuous tense with "going to" to express intentions and predictions. By the end of this lesson, students will be able to use "going to" correctly in sentences, identify and explain the differences between various future forms, and create a personal plan for achieving their short-term and long-term goals.

