

Subject Area: English Language Arts
Unit Title: Creating and Practicing Personalized Future Plans with Going to in Real-Life Scenarios
Grade Level: 12
Lesson Number: 1 of 10

Duration: 60 minutes
Date: March 12, 2024
Teacher: Ms. Johnson
Room: 101

Curriculum Standards Alignment

Content Standards:

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

Skills Standards:

- Communication
- Critical Thinking

Cross-Curricular Links:

- Life Skills
- Career Development

Essential Questions & Big Ideas

Essential Questions:

- What are my goals and aspirations for the future?
- How can I create a personalized plan to achieve my goals?

Enduring Understandings:

- Students will understand the importance of setting goals and creating a plan to achieve them.
- Students will be able to use the "going to" structure to express their future plans.

Student Context Analysis

Class Profile:

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

Learning Styles Distribution:

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

Introduction (5 minutes)

Welcome to our lesson on creating and practicing personalized future plans with the "going to" structure in real-life scenarios. In this lesson, we will explore the concept of setting goals and creating a plan to achieve them. Students will learn how to use the "going to" structure to express their future plans and practice effective communication skills in real-life scenarios.

Lesson Objectives

By the end of this lesson, students will be able to:

- Understand the "going to" structure and its usage in context
- Create personalized future plans using the "going to" structure
- Practice effective communication skills in real-life scenarios

Direct Instruction (10 minutes)

The teacher will provide direct instruction on the "going to" structure, including its formation and usage. The teacher will use examples and illustrations to help students understand the concept and emphasize the importance of using the correct verb form and pronunciation.

Guided Practice

Students will participate in guided practice to use the "going to" structure in context. The teacher will provide a worksheet or handout with exercises and activities that require students to complete sentences using the "going to" structure.

Guided Practice (15 minutes)

Students will work in pairs or small groups to complete the exercises and activities. The teacher will circulate around the room to assist students and provide feedback.

Independent Practice

Students will create their own personalized future plans using the "going to" structure. Students will write a short paragraph about their plans for the next five years.

Independent Practice (15 minutes)

Students will share their plans with a partner or in a small group. The teacher will encourage students to ask questions and provide feedback to their peers.

Assessment and Evaluation

The teacher will observe student participation during the guided and independent practice activities. The teacher will review student worksheets and paragraphs for understanding and accuracy.

Assessment and Evaluation

The teacher will use a quiz or assessment to evaluate students' understanding of the "going to" structure and their ability to use it effectively.

Extension Activities

Students will create a visual project, such as a poster or infographic, that illustrates their future plans using the "going to" structure. Students will write a short essay about their future plans and goals.

Conclusion

In conclusion, creating and practicing personalized future plans with the "going to" structure in real-life scenarios is a valuable and engaging lesson for 12th-grade students. By following this lesson plan, teachers can help students develop their language skills, critical thinking, and problem-solving abilities.

Appendix

Example sentences using the "going to" structure, worksheet with exercises and activities, and rubric for assessing student understanding and participation.

Additional Resources

Online resources for practicing the "going to" structure, tips for creating effective future plans, and examples of successful people who have achieved their goals and aspirations.

Reflection and Evaluation

Reflection questions for students to evaluate their learning, evaluation criteria for assessing student understanding and participation, and suggestions for follow-up lessons and activities.

Reflection and Evaluation

Students will reflect on their learning and evaluate their understanding of the "going to" structure and their ability to use it effectively. The teacher will provide feedback and suggestions for improvement.

Next Steps

Follow-up lessons and activities to build on the learning progressions from this lesson, suggestions for how students can continue to practice and develop their language skills and future plans.

Next Steps

The teacher will provide suggestions for follow-up lessons and activities to build on the learning progressions from this lesson. Students will continue to practice and develop their language skills and future plans.