

Subject Area: English Language Arts
Unit Title: Talking About What I Am Wearing
Grade Level: 3rd Grade
Lesson Number: 1 of 10

Duration: 45 minutes
Date: March 12, 2023
Teacher: Ms. Jane Doe
Room: 101

Curriculum Standards Alignment

Content Standards:

- CCSS.ELA-Literacy.SL.3.1
- CCSS.ELA-Literacy.SL.3.2

Skills Standards:

- Communication
- Collaboration

Cross-Curricular Links:

- Art
- Technology

Essential Questions & Big Ideas

Essential Questions:

- How can I describe what I am wearing using "have got" and "be wearing" structures?
- Why is it important to use correct grammar and vocabulary when describing what I am wearing?

Enduring Understandings:

- Students will understand the difference between "have got" and "be wearing" structures.
- Students will be able to use "have got" and "be wearing" structures correctly in sentences.

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%

Pre-Lesson Preparation

Room Setup:

- Arrange desks in pairs
- Prepare whiteboard and markers

Technology Needs:

- Interactive whiteboard
- Computer with internet access

Materials Preparation:

- Picture flashcards
- Worksheets with exercises

Safety Considerations:

- Ensure students are seated comfortably and safely
- Monitor student behavior during activities

Detailed Lesson Flow

Introduction and Warm-Up (5 minutes)

- Greet students and introduce the topic
- Ask students to share what they are wearing

Direct Instruction (10 minutes)

- Explain the difference between "have got" and "be wearing" structures
- Provide examples and practice pronunciation

Engagement Strategies:

- Ask students to repeat after the teacher
- Use visual aids to support understanding

Guided Practice (15 minutes)

- Distribute worksheets with exercises
- Have students work in pairs to complete exercises

Scaffolding Strategies:

- Provide sentence stems for students to complete
- Offer one-on-one support as needed

Independent Practice (15 minutes)

- Have students draw a picture of themselves and write a short paragraph describing what they are wearing

- Encourage students to use "have got" and "be wearing" structures correctly

Game Time (15 minutes)

- Organize a "Find Someone Who" game
- Have students find a classmate who fits the description

Conclusion (10 minutes)

- Gather students together and ask them to share one thing they learned
- Discuss any challenges and how they were overcome

Differentiation & Support Strategies

For Struggling Learners:

- Provide additional support and scaffolding
- Offer one-on-one instruction as needed

For Advanced Learners:

- Provide additional challenges and extensions
- Encourage students to create their own exercises and games

ELL Support Strategies:

- Provide visual aids and graphic organizers
- Offer bilingual resources and support

Social-Emotional Learning Integration:

- Encourage students to share their feelings and thoughts
- Model and teach social skills such as active listening and empathy

Assessment & Feedback Plan

Formative Assessment Strategies:

- Observe student participation during activities
- Review student worksheets and exercises

Success Criteria:

- Students will be able to use "have got" and "be wearing" structures correctly in sentences
- Students will be able to describe what they are wearing using "have got" and "be wearing" structures

Feedback Methods:

- Provide verbal feedback during activities
- Offer written feedback on student worksheets and exercises

Homework & Extension Activities

Homework Assignment:

Have students create a short paragraph describing what they are wearing using "have got" and "be wearing" structures

Extension Activities:

- Have students create a fashion show to practice using "have got" and "be wearing" structures
- Encourage students to create their own exercises and games to practice using "have got" and "be wearing" structures

Parent/Guardian Connection:

Encourage parents to ask their child about what they learned in class and to practice using "have got" and "be wearing" structures at home

Teacher Reflection Space

Pre-Lesson Reflection:

- What challenges do I anticipate?
- Which students might need extra support?
- What backup plans should I have ready?

Post-Lesson Reflection:

- What went well?
- What would I change?
- Next steps for instruction?

Introduction and Warm-Up

Introduction:

Welcome to our exciting English lesson where we explore how to talk about what we are wearing! Today, we're going to learn two very important phrases in English: "have got" and "be wearing." These phrases will help you tell your friends what you have in your wardrobe and what you're wearing right now.

Warm-Up:

Ask students to share what they are wearing and write some of their responses on the board. Identify any use of "have got" or "be wearing" and explain that today, we will learn how to use these phrases correctly.

Direct Instruction

Explanation:

Explain the difference between "have got" and "be wearing" structures. Use simple definitions and examples on the board, such as "I have got a book" (possession) and "I am wearing my favorite shirt" (what you are currently wearing).

Examples:

- I have got a pen.
- I am wearing my favorite shoes.

Practice:

Provide several examples and ask students to repeat after you to practice pronunciation.

Guided Practice

Worksheets:

Distribute worksheets with exercises for students to practice using "have got" and "be wearing" structures.

Pair Work:

Have students work in pairs to complete exercises and provide feedback to each other.

Independent Practice

Drawing:

Have students draw a picture of themselves and write a short paragraph describing what they are wearing using "have got" and "be wearing" structures.

Encouragement:

Encourage students to be creative and include as many items as they can in their paragraph.

Game Time

Find Someone Who:

Organize a "Find Someone Who" game where students have to find a classmate who fits the description.

Examples:

- Find someone who is wearing blue.
- Find someone who has got a watch.

Conclusion

Review:

Gather students together and ask them to share one thing they learned from the lesson.

Discussion:

Discuss any challenges and how they were overcome.

Assessment and Evaluation

Written Description Task:

Have students write a short paragraph describing what they are wearing using "have got" and "be wearing" structures.

Role-Play Interview:

Have students participate in a role-play interview where they have to describe what they are wearing and what they have with them.