

## Speaking Lesson 4

### Class Description

This class is a mixed level speaking lab, most of the students are level three and one is in level one. The class has 5-7 students. The students come from different cultural backgrounds.

### Terminal Objectives

*Students will be able to...*

Demonstrate knowledge about Canadian history. Students will be able to have a discussion based on a video shown in class. Students will be able to discuss in groups content relating to the group presentations.

The goal of this lesson is to encourage students to speak without being prompted by the teacher and improve speaking fluency.

### Enabling Objectives

*Students will be able to...*

Students can fill the role assigned in class and assist in leading the class.

Students can be given an event or place in Canada, research it, and explain it to the class.

Students can collaboratively work together with peers to order different lists in what they find most interesting.

Students can answer various informal and formal questions posed by teachers and peers.

Students can watch a video and create a relevant discussion based around it.

### Materials & Equipment

- Powerpoint
- Video links
- Role assignments
- Website for interesting Canadian points:  
<https://ottawasun.com/2013/06/28/canadas-top-10-moments/wcm/036ca320-72f0-419e-bd58-ad258fd9ccca>

- Write up for Li(at bottom of lesson plan)

Procedures/Activity (include timing)	What is the TEACHER doing?	What are the STUDENTS doing?
<p>Introduction and Welcome:</p> <p>(5 min)</p>	<p>Teachers A and B will welcome students to class as they sign in. Teachers will ask how their day is going.</p>	<p>Students will respond to teachers A and B.</p>
<p>Warm-up Activity:</p> <p>(15 min)</p> <p><a href="https://www.youtube.com/watch?v=xiJJlacdF-E">https://www.youtube.com/watch?v=xiJJlacdF-E</a></p>	<p>Teacher B will tell students what is expected of them during the video. Teacher B will put on the video but not play it yet. Teacher A will go over questions for the video and ensure clarity from the students.</p> <p>After the video has played Teacher B will remind students that they need to lead the conversation and the teachers will have their cameras off.</p> <p>Teachers will facilitate the discussion with minimal input to encourage leadership from students.</p>	<p>Students will listen to instructions from teachers and ask questions if needed.</p> <p>Students will watch the video and think critically about the questions for the discussion later.</p> <p>Students will fill their roles supplied by the teachers and have a student led discussion based on the video.</p>

<p>Roles</p> <p>(5 min)</p>	<p>Teacher A will go over the roles for the day.</p> <p>Teacher B will privately message each student their role for additional clarity.</p>	<p>Students will listen to videos on expressing opinions and read the opinion phrases in the shared notes.</p> <p>Students will listen to the explanations of the roles and ask any questions.</p>
<p>Activity 1: Research and Discuss</p> <p>(30 min)</p>	<p>Teacher A will go over the instructions for the activity. Teacher B will put the link to the website in the public chat.</p> <p>Teacher B will type the list of interesting points in Canadian history into the shared notes. Teacher B will remind the students their roles for the activity.</p>	<p>Students will listen to teacher A go over the instructions.</p> <p>Each student will be assigned an interesting point in Canadian history and given five minutes to individually research the point using the link in the public chat. After the five minutes students will present what they learnt to the class.</p> <p>Li will be given a short article in the shared notes to read and will be encouraged to ask questions</p>
<p>Extra Activity: Ordering Activity</p> <p>(10 minutes)</p>	<p>Teacher B will explain the instructions for the activity.</p> <p>Teacher A will monitor the chat and re-iterate the roles for each student, making sure they understand their roles.</p> <p>Teacher A will go over the homework for next week and</p>	<p>Students will listen to teacher B explain the activity.</p> <p>As a group students will discuss the points and order them from most interesting to least interesting. They must reach a consensus.</p>

Exit Card:	ask if there are any questions.  Teacher B will do the exit card, asking each student to answer.	Students will answer the exit card, before signing out.
<b>Evaluation/Assessment (formal and/or informal)</b>  Informal assessment. Each teacher will have a list of student names and marks when each student participates.		
<b>Homework</b>  No homework.		

Expressing Opinions Video

<https://www.youtube.com/watch?v=I5I7e6oW-GM>

Heritage video for warm up:

<https://www.youtube.com/watch?v=xiJJlacdF-E>

Canada in World War II:

Canada chose to go to war in 1939. 1.1 million Canadians served in the war. 10% of Canada's population joined the war. Canada's power grew a lot during the war. By the end of the war, Canada's navy was one of the biggest in the world. Canada played a big part in many important battles in World War II.

<https://www.veterans.gc.ca/eng/remembrance/history/second-world-war>