

TL Unit Plan

(Several lesson plans are included in one TL unit plan.)

Subject/Grade	Thai/4	
Unit Title	Unit 8. Dialects of Thai	
Content Objectives <i>(Content objectives for English subject are the functions or purposes of language objectives below.)</i>	By the end of this unit, students will be able to: <ol style="list-style-type: none"> 1. compare standard Thai with dialects. (Standard T 4.1 G 5/7) 2. write slogans using correct, clear, and appropriate words. (Standard T 2.1 G 4/2, T 4.1 G 4/5) 3. write stories according to imagination. (Standard T 2.1 G 4/7) 4. predict events from the reading by specifying reasons. (Standard T 1.1 G 4/5) 	
Language Objectives <i>(Language objectives are the kind of language skills by which students can show that they will have achieved the content objectives.)</i>	By the end of this unit, students will be able to use/do the following in speaking, listening, reading, and writing in both School and Home languages:	
	Lesson 1	dialect, standard Thai, central language, northern language, Isan language, Southern language
	2	slogan, words, statements, rhymes, verses, ideals, goals, organization, uniqueness, distinctive feature, quotes, words of Buddha,

	3	imaginary story, information, character, events, consistent, correlated, compile, plot, review, accurate,
	4	prediction, events, justification,
	5	
	6	
<p>TL Final Project/ Product</p> <p><i>(With this final project/product students will be able to show what they will have learned from the whole unit.)</i></p>	<p>Write a story for your parents to read by</p> <ol style="list-style-type: none"> 1) using your imagination. 2) using standard Thai as a default language 3) sometimes using words or expression from Northern Thai and/or your home language when appropriate and effective 4) trying to include one or two slogans in your story. 	
<p>Connecting Questions</p> <p>(These questions connect the content/language of the new unit with students')</p>	Lesson 1	Is the language used in Chiangmai the same as the language used in Bangkok? If not the same, how are they different from each other?
	2	Do you remember any phrases that the candidates used for support during the last election? How are those phrases different from normal sentences?

experiences and existing knowledge.)	3	Have you ever written any story? Tell me about steps you took when you wrote the story.				
	4	How do you expect something to happen in the future? (How do you know something may happen?) -> based on what you observed or experienced. Likewise, we could predict something to happen in the story based on the events/facts in the existing story.				
	5					
	6					
TL Strategies/ Activities	STA: Static Top Alone (<i>individual activities using one language</i>) STT: Static Top Together (<i>group activities using one language</i>) SPA: Spinning Top Alone (<i>individual activities using more than one language</i>) SPT: Spinning Top Together (<i>group activities using more than one language</i>)		STA	STT	SPA	SPT
	Lesson 1	- Reading #1 (p.121) 1) Preview: brainstorming (K-W) 2) View: Choral reading with teacher's comments and students clarify any doubt (L) Paired reading of the same text (L)		V		V
				V		V
				V		V

		<p>3) Review: In pairs, use a contrast chart for comparing dialect with standard Thai in both Thai and home language.</p> <p>4) Present before class</p> <p>- Reading #2 (p. 122)</p> <p>1) Preview: brainstorming (K-W) by whole class</p> <p>2) View: Paired reading (L)</p> <p>3) Review: Make a table for summary of the text in both Thai and Home language.</p>		V		V
	2	<p>- Reading (p.127)</p> <p>1) Preview: K: Students share what they know about slogans. Each student shares a slogan that they have heard. Teacher writes them down on the blackboard. W: Students share questions or what they want to know more about slogans.</p> <p>2) View: Teacher explains new words from the text (words, statements, rhymes, verses, ideals, goals, organization, uniqueness, distinctive feature, quotes, words of Buddha) L: Teacher writes down on the blackboard what students learn from the text.</p> <p>3) Review: - Each group of students makes a table to summarize two kinds of slogans on A3 paper. - Students categorize the list of slogans they shared into two kinds and fill in the table as examples.</p> <p>4) The class makes a slogan for their class.</p>		V		V

		5) Each student make a bilingual slogan for their family.			V	
	3	<p>- Teacher explains 4 steps (choosing theme-plan-compile-review) of writing an imaginative story using a flow chart. (p.129)</p> <p>- Reading an imaginary story on p. 130-131.</p> <ol style="list-style-type: none"> 1) Teacher reviews new words 2) Preview: students share their experiences about flowers and butterflies and predict the story. 3) View: paired reading 4) Reveal: In pair make a story map (handout) of the story <p>- Each student makes an imaginary story in Thai and home language</p>		V		V V V
	4	<p>- Teacher explains the importance of justification when predicting what may happen next in the story.</p> <p>- Reading</p> <ol style="list-style-type: none"> 1) Review of new words 2) Preview: Students try to predict what the story is about based on the picture on p.135 and new words. 3) View: paired reading 4) Review: <p>In pair, story map of the story/ Try to predict what may happen after the end of the story based on the several events in the story and write them down on their notebook in Thai and home language.</p>		V		V V V
	5					

	6					
Materials/ Environment	Lesson 1	Contrast chart sheet Table sheet				
	2	Table sheet Materials for making slogan A3 papers				
	3	Story map sheet				
	4	Story map sheet				
	5					
	6					
	Assessment	Each sheet and final project				