

# TL Unit Plan

Several lesson plans are included to cover a whole TL unit plan.

<b>Subject</b>	English	
<b>Unit Title</b>	Body parts	
<b>Content Objectives</b>  (Content objectives need to be based on Government Standards and indicators.)	<p><b><i>Content objectives for language subjects are the functions, purposes of learning various language skills which language objectives talk about.</i></b></p> <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. communicate about their own body parts in both oral and written forms.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	
<b>Language Objectives</b>	<p><b><i>Language objectives is where teachers put the kind of language skills that need to be taught for students to show whether they achieved the content objectives.</i></b></p> <p><i>Students will be able to use/do the following in speaking, listening, reading, and writing in both School and Home languages:</i></p>	
	Lesson 1	Name of body parts: hands, arms, legs, feet, belly, chest, neck, head, face, eyes, nose, ears, mouth, hair

	2	Adjectives that describe different body parts -- big (eyes) , small, long (legs), short, red (mouth), black (hairs or eyes), one, two (hands)
	3	1) Plural markers “-s” and “feet” and pronunciation of “-s” depending on the preceding sound and 2) Comparison this with Thai and home language (HL)
	4	1) Phrases with more than one adjective and noun, 2) “and” ex) big hands, two black eyes, one big red mouth, one small face and two long legs, etc. 3) Comparison of these with Thai and HL of students
	5	1) “Please describe your body part”. 2) Sentence structure with “I” as a subject using all the items that students learned from lesson 1 to 5 ex) I have ___ ___ ___ and ___ ___ . 3) Comparison among three languages in terms of word order
	6	Final project (See below row)
	<b>TL Final Project/ Product</b>	<p><b><i>Students will be able to show what they will have learned in the unit with this final project/product.</i></b></p> <ul style="list-style-type: none"> <li>• Each student will describe in writing in 3 languages and in drawing their body parts using all the vocabularies, noun phrases, plural markers, and sentence structures they learned from lesson 1 to 5.</li> <li>• A few volunteers may present their work before the class.</li> </ul>

<p style="text-align: center;"><b>Connecting Questions</b></p> <p>(This question is the one that connects the content/language of the new unit with students' experiences and existing knowledge.)</p>	Lesson 1	Teacher asks in Thai, "How do you say "hands, arms, legs, feet, belly, head, face, neck, chest, eyes, nose, ears, mouth, hairs in your home language?"
	2	<p>1) "Do you remember what this (while pointing each of the body parts they learned in lesson 1) is called in English?"</p> <p>2) "How do you say 'big nose' in your home language? (to find out the word order in noun phrase)</p>
	3	<p>1) Review questions for the phrase structure of "adjective(s) + body part" that students learned the last two lessons.</p> <p>2) How do you say "one hand" and "two hands" in your home language?</p>
	4	<p>1) Review questions for what students learned from lesson 1 to 3</p> <p>2) How do you say, "one big red mouth and two small black eyes", etc. in your language?</p>
	5	<p>1) Review questions for what students learned from lesson 1 to 4</p> <p>2) How do you say, "I have a big nose and two small black eyes, and two long legs" in your home language?"</p>
	6	Can you describe your friend's body parts using full sentences?

		<b>STA: Static Top Alone</b> (individual activities using one language) <b>STT: Static Top Together</b> (group activities using one language) <b>SPA: Spinning Top Alone</b> (individual activities using more than one language) <b>SPT: Spinning Top Together</b> (group activities using more than one language)	STA	STT	SPA	SPT
		Lesson				
TL Strategies/ Activities	1	1) Connection questions and answer in Thai 2) Introducing topic in Thai 3) Total Physical Response (TPR) for body parts 4) Monolingual worksheet: matching between pictures of body part and words in English 5) Spelling game: Each home language-based group arranges letter cards to make each name of body parts that the teacher tells.	v v	v v		v
	2	1) TPR listening with flashcards for “adjective + body part” 2) TPR speaking for pair work 3) Trilingual worksheet together: Filling corresponding phrase in Thai and HL for each of given English phrases 4) Bilingual worksheet for writing the correct spelling from the disordered letters for each name of adjectives. The name of each adjective is given on the left-hand side of the worksheet in Thai or HL and each student writes the right spelling from the given letters for each word	v	v	v	v
	3	1) Explanation in Thai about a) two different kinds of how to make a noun plural: regular (+ s) and irregular (foot □feet) b) how to pronounce “-s”:			v	

		<p>voiced + s/ [z] voiceless + s [s]/ [s/z] + s [iz]</p> <p>c) explain about how to make plural in Thai</p> <p>2) Clarification on #1) in the group using all of their language resources</p> <p>3) Discuss about how to make plural in their HL and compare it with those in Thai and English.</p> <p>4) Summarize their discussion on a A3 paper</p> <p>5) Present their summary of comparison about how to make plural among HL, Thai, and English with Q and A.</p>					
	4	<p>1) Explain about how to order different kinds of adjective before noun: number + size + color + noun.</p> <p>2) Teach about the meaning of and how to use “and”: when listing more than two items, for example, __, __, __, and __</p> <p>3) Teacher compares these 1) and 2) of English with those of Thai.</p> <p>4) Clarifying within home language group about teacher’s explanation using both school and home languages.</p> <p>5) TPR drawing together: teacher describes different body parts by telling in English and each group draws together accordingly while discussing how to draw using HL, Thai, and English.</p> <p>6) Once finishing drawing, each group write the description in 3 languages for each body part they drew</p> <p>7) Each group discuss the differences and similarities among HL, Thai, and English about word order within noun phrase with more than one adjective and about how to use “and”.</p> <p>8) One or two group may present their finding in Thai before class with Q and A.</p>					

	5	<p>1) Teacher teaches a requesting sentence and how to answer:          “Please describe your body parts.”          I have ....</p> <p>2) Compare this with that of Thai</p> <p>3) Clarifying teacher’s explanation using all of their language resource within home language group.</p> <p>4) Sentence making game: Students are given flash cards of all the words they learned so far and order them in the right order according to what they hear from teacher saying the sentences.</p> <p>5) Role play in pairs for request and answer about description of body parts</p> <p>6) Compare sentence structure among 3 languages</p> <p>7) Present their finding about sentence word order among 3 languages before class in Thai.</p>			v	
		6	<p>1) Individual TL final project: description of various body parts in writing in 3 languages and drawing</p> <p>2) Present their final project before class</p>			v
<b>Materials/ Environment</b>	Lesson 1	<ul style="list-style-type: none"> <li>- Physical body or pictures of body part</li> <li>- Monolingual worksheet: matching between pictures of body part and words in English</li> <li>- Letter cards sets for spelling game: prepare the number of set according to the number of groups.</li> </ul>				
	2	<ul style="list-style-type: none"> <li>- Flashcards for adjective + body part</li> <li>- Trilingual worksheet together: Filling corresponding words in Thai and HL for given English phrase</li> </ul>				

		<ul style="list-style-type: none"> <li>- Bilingual worksheet for writing the correct spelling from the disordered letters for each name of adjectives</li> </ul>
	3	<ul style="list-style-type: none"> <li>- A3 papers and color pencils for each group</li> </ul>
	4	<ul style="list-style-type: none"> <li>- A3 papers and color pencils for group drawing</li> </ul>
	5	<ul style="list-style-type: none"> <li>- Flash cards for words</li> <li>- A3 papers and color pencils</li> </ul>
	6	<ul style="list-style-type: none"> <li>- A3 papers and color pencils for individual drawing</li> </ul>
<b>Assessment</b>		<ul style="list-style-type: none"> <li>- Final project</li> <li>- Group presentation of lesson 3-5</li> <li>- Worksheets</li> <li>- Role play</li> </ul>