

**Walking Dictation Lesson Plan  
Health & Hygiene Grammar Review**

<b>Name of teacher</b>	Leila Guerrero
<b>Date: Time and Day</b>	November 20, 2008 / 1:00 to 2:00 pm
<b>Place</b>	Elementary school Jean-Nicolet 11235 Salk, Montreal-North
<b>Students</b>	28 students from various cultural backgrounds (Arabic, Spanish, African, Bulgarian...), age 12, intermediate level
<b>Previous lesson</b>	The topic “Health & Hygiene” was introduced this week. Different grammar points have been studied in the past weeks such as comparatives & superlatives, make vs do, positive and negative sentences and yes/no questions with the verb “be”.
<b>Aim</b>	To provide students with the opportunity to listen and use utterances concerning health and hygiene.
<b>Objectives</b>	By the end of this lesson, students will be able to repeat and produce utterances relevant to health and hygiene. They will be able to identify different grammar points within the specific text (about health and hygiene).
<b>Linguistic content</b>	“washing your hands...” “the best” “Is it the only way?” “No it isn’t.” “taking care of yourself...” “brush your teeth...” “comb your hair...” “do your nails” “use deodorant” “showering” “changing clothes” “make a habit of...” “sleeping”
<b>Anticipated problems</b>	<ul style="list-style-type: none"> <li>• <b>Time factor.</b> If it takes too long to put the sentences together, I will ask students to make teams of four so that they can help each other to put the final text together.</li> <li>• <b>Missing a partner</b> If there is a student missing, I will send the extra student with a weaker team.</li> <li>• <b>Strong teams</b> If some teams are too strong and finish quickly, have some extra material to give them (book, included word search)</li> </ul>
<b>Materials (handouts)</b>	<b>Teacher:</b> sentences spread around the classroom <b>Students:</b> pencil paper handout
<b>Source of Materials</b>	Teacher created in order to suit the students’ needs.



	<p><b>Tell</b> Ss that each partner will have a specific color for his sentences. Show colored sentences around the classroom. Tell Ss there are 3 yellow sentences and 3 green sentences.</p> <p><b>Ask</b> Ss to pair up with their new partner.</p> <p><b>Ask</b> one partner to stand and the other to remain seated.</p> <p><b>Tell</b> Ss that the students who are standing up will read the yellow sentences and students who are sitting down will read the green sentences.</p> <p><b>Explain</b> to the Ss: “One student will go to the wall, read the sentence, remember the sentence in his head and come back and repeat the sentence to his/her partner and he/she will write it on the sheet. All the sentences are numbered so you can put them in order on your paper.”</p> <p><b>Demonstration.</b> Demonstrate what Ss must do. Go to the wall, read the sentence, go back to a partner (any S in the class), repeat the sentence and do as if the S sitting down is writing the sentence.</p> <p><b>Tell</b> Ss: “When you have read all your colored sentences, you switch places with your partner and he/she will do the same thing with his/her colored</p>	<p>Ss listen and look at the colored sentences around the classroom. Students listen.</p> <p>Ss pair up.</p> <p>One partner stands up, the other one remains seated.</p> <p>Ss listen.</p> <p>Ss listen.</p> <p>Ss look and listen to the demonstration.</p> <p>Ss listen.</p>	<p>Gives clear idea of what colors are used and where the sentences are located in the room.</p> <p>Simplifies color distribution among Ss.</p> <p>Simplifies color distribution among Ss.</p> <p>Gives clear instructions on task expectations.</p> <p>Give Ss the opportunity to use language utterances relevant with the topic and grammar points previously seen in class.</p> <p>Allows Ss who did not fully understand to use visual demonstrations to grasp what they have to do.</p> <p>Switching partners gives <b>all Ss</b> the opportunity to use the 4 skills (speak, listen, read and write) in</p>
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	<p>sentences.</p> <p><b>Tell</b> Ss: “When you have finished writing down all six sentences, raise you hand. I will come to you and give you the special questions.”</p> <p><b>Remind</b> Ss that they need all sentences to answer the questions!</p> <p><b>Ask</b> Ss if they have any questions.</p> <p><b>Call</b> on a student and ask: “Can you repeat what you have to do?” *If Ss don’t understand, <b>repeat</b> the <b>demonstration.</b>”</p> <p><b>Tell</b> Ss they have 20 minutes to write the sentences and answer the questions.</p> <p><b>Specify:</b> “It is a WALKING dictation NOT a RUNNING dictation!”</p> <p><b>Ask</b> Ss: “Are you ready? Go.”</p> <p><b>Teacher monitors the Ss, making sure they are on task, following the rules and using the appropriate utterances.</b></p> <p><b>When each team finishes the walking dictation, give out the handout with the questions and ask Ss to answer them with their partner.</b></p>	<p>Ss listen.</p> <p>Ss listen.</p> <p>Ss may or may not have questions.</p> <p>Ss may or may not be able to repeat the instructions.</p> <p>Ss listen.</p> <p>Ss begin walking around the room, reading, repeating and writing the sentences on a paper.</p> <p>When Ss have all six sentences, they raise their hand and as the teacher gives</p>	<p>the same lesson.</p> <p>Promotes motivation to complete the following exercise.</p> <p>Encourages Ss to take the walking dictation seriously or else they will not be able to complete the exercises.</p> <p>Allows the teacher to check for comprehension.</p> <p>Motivates Ss to be on task.</p> <p>Prevents Ss from starting to run around like crazy and losing control of the group.</p> <p>Gives Ss the chance to memorize, practice and repeat utterances they may use in a real-life context.</p>
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	<p>When the time has run out, <b>Say</b>: “Stop. Freeze.”</p> <p><b>Ask</b> Ss: “Who has <b>not</b> finished writing the sentences from the wall?”</p> <p><b>Ask</b>: “Who has <b>not</b> finished answering the questions?”</p> <p>*If more than half the teams have finished, continue with the post activity. If not, tell them they have two super-extra minutes to finish up.</p> <p><b>Tell</b> Ss to go back to their seats.</p>	<p>them the extra exercise, Ss begin answering the questions with their partner.</p> <p>Ss are expected to stop and listen.</p> <p>Ss raise their hands but the majority of the Ss should have finished by now.</p> <p>Ss raise their hands. Half the class should have finished the task.</p> <p>Ss may finalize their answers.</p> <p>Ss go back to their seats.</p>	<p>Gives Ss the opportunity to finish up the task.</p>
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**Post Activity**

Time	Explain what the reader has to <b>do</b>	What you expect your students to do and <b>say</b> .	Rationale
<p>1:30pm (10-15 minutes)</p>	<p><b><u>Reinvestment</u></b></p> <p><b>Ask</b> six Ss to read one sentence.</p> <p>As each S reads a sentence, <b>ask</b> the class if they agree with the S’s sentence.</p> <p><b><u>Check comprehension</u></b></p>	<p>Ss read the sentences one after the other.</p> <p>After each sentence, the class agrees or disagrees.</p>	<p>Allow Ss to get a full understanding of what is in the text.</p>

<p>1:45 pm</p>	<p><b>Call on Ss and ask</b> the following questions about the text:          1. What is the best way to get rid of germs?          2. What else should you do to take care of yourself?          3. How many hours of sleep should you get every night?</p> <p><b>Ask</b> Ss to answer the short grammar review exercise.</p> <p>*Depending on the time left, <b>ask</b> Ss to write answers on the board.</p> <p><b>Ask</b> Ss:          - Who can give me one expression with do?          - Who can give me an expression with make?          - Who can give me a negative sentence?          - Who can give me a comparative adjective &amp;          - Who can give me a superlative adjective?          - Who can give me a yes/no question with the verb “be” and it’s short answer?</p> <p>Great job boys and girls!!!! 😊</p>	<p>Ss are expected to raise their hands and answer the questions.</p> <p>Ss are expected to raise their hands and answer the questions.</p> <p>Everybody is happy! 😊</p>	<p>Checking comprehension makes sure Ss understand the basic information they have been working on.</p> <p>Gives purpose to the walking dictation by activating prior knowledge about grammar that will be cover in the test.</p> <p>Asking Ss to write answers on the board gives them to opportunity to participate in the process and motivates them (most Ss enjoy writing on the board).</p>
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## Walking Dictation Sentences

1. Washing your hands with soap is the best way to get rid of germs.
2. Is it the only way? No it isn't.
3. You can also use hand sanitizers but remember that these product aren't good for your skin.
4. Taking care of yourself also means that you need to brush your teeth, comb your hair, do your nails and use deodorant.
5. Showering and changing your clothes is better than just changing your clothes.
6. Also make a habit of sleeping 10 hours every night. P.S. Take care of yourself!

Walking Dictation

DATE: \_\_\_\_\_ NAME: \_\_\_\_\_

Grammar Review

From the text you have put together, can you find...

- 1. One expression with the verb "do"?

\_\_\_\_\_

- 2. One expression with the verb "make"?

\_\_\_\_\_

- 3. One negative sentence?

\_\_\_\_\_

- 4. One comparative adjective?

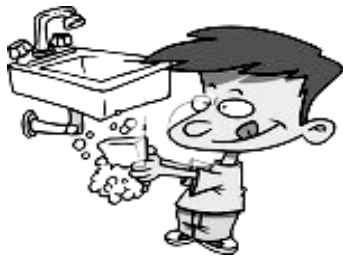
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- 5. One superlative adjective?

\_\_\_\_\_

- 6. One yes/no question with the verb "be" and a short answer?

\_\_\_\_\_



DATE: \_\_\_\_\_ NAME: \_\_\_\_\_

**Hygiene**

F W N Q H V I R U S  
R Y I U S H A T Q B  
X W N F U X D F H A  
R O V N R H U L M C  
C O S S B B M O C T  
T O O T H P A S T E  
Z J A M T O M S W R  
I R P G O A W A R I  
L B H J O O S E C A  
O U L R T H G B R D

BACTERIA  
COMB  
FLOSS  
SHOWER  
SOAP  
TOOTHBRUSH  
TOOTHPASTE  
VIRUS  
WASH

