

SIOP Lesson Plan-Qiujia Guo

Topic: asking for recommendations and giving suggestions

Class: ESL class
Adult ELLs

Date: 03/18/14

Standards:

CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Content Objectives:

1. SWAT describe locations with enough details so that partners will understand their specifics.
2. SWABT use proper expressions to ask for recommendations and give suggestions.

Language Objectives:

1. SWBAT listen to their partner's opinions and write down places they've been to for food, relaxation, and sports, etc.
2. SWBAT practice using "I'm looking for...Can you recommend something?" to ask their classmates for recommendations.
3. SWBAT practice using "I suggest/recommend...You should try/check out....." to give their classmates suggestions.

Key Vocabulary:

1. recommendation/recommend
2. suggestion/suggest
3. authentic

Materials (including supplementary and adapted):

- Expressions written on blackboard
- One worksheet that students will list nice places they go for shopping/food/relaxation
- Stickers for students to write detailed information about nice places that their partners recommend. Three stickers prepared for the modeling part.

Higher-Order Questions:

1. If you're looking for a nice place to do something and your partner happens to know such a place, how can you ask for your partner's recommendation?
2. How will you respond and give your partner recommendations if you have the information?

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Time:
(8 minutes)

Activities

Building Background: Think/Write/Pair/Share

Links to Experience and Learning:

- Think: Ask students to think about places they go for relaxation, workout, and shopping, etc. in Nashville.

- Write/Pair: In pairs, have students share the information they know with their shoulder partner and write down the information in a table (below).

<i>Good places to go hiking/camping</i>	
<i>Nice restaurants to eat authentic Japanese/Korean/Turkish/___ food</i>	
<i>Excellent classes/websites to learn English/yoga/_____</i>	
<i>Good places to listen to live music</i>	
.....	

- Ask students if there are any words they don't know in this table. Check if students know what "authentic" means. Elaborate on what they said and give detailed explanations.

- Give clear directions on how to do the activity.
(For example: "Work with people next to you. Write down names of those nice places you've been to as many as possible within three minutes. You probably won't be able to go over all these things. Just choose a few things you are familiar with.")

- Tell them after they're done writing, I will collect, scan and email those tables to them.

- Check if students understand what they are going to do.
(For example: "Are you clear about what you're going to do next?")

- Share: After three minutes, have groups share out what they wrote with the whole class.
(For example: "How much information did you add? Did you get some useful information from your partner? What are those nice places your partner mentioned but you don't know or you've never been to?")

Key Vocabulary:

authentic

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Time:
(40 minutes)

Student Activities (Check all that apply for activities throughout lesson):

Scaffolding: **Modeling** **Guided** **Independent**

Grouping: **Whole Class** **Small Group** **Partners** **Independent**

Processes: Reading **Writing** **Listening** **Independent**

Strategies: **Hands-on** **Meaningful** **Links to Objectives**

- Explain objectives. Explain to students that they did the Think/Write/Pair/Share activity to get them thinking about nice places they've been to. Now, based on those nice places they think of, they are expected to use proper expressions to ask for recommendations and suggestions.
- Check if students know what "recommendation (recommend)" and "suggestion (suggest)" mean. Elaborate on their explanations.
- Based on what students have said in the previous activity, build a scenario and lead students to think of expressions they can use to ask for recommendations.
(For example: "Hannah just said her partner Becky knows some restaurants to eat Persian food. If Hannah wants Becky to recommend an excellent restaurant to eat Persian food, how can Hannah ask for Becky's recommendation?")
- While students are talking, write on board expressions they generated that can be used to ask for recommendations and add other possible expressions.
- Lead students to think of expressions they can use for giving suggestions.
(For example: "if Becky happens to know a nice place to eat Persian food, how can Becky respond and give Hannah recommendations?")
- While students are talking, write expressions they generated for giving suggestions on blackboard and add other possible expressions.
(The expressions written on the board were as below:

*I'm looking for a good/nice/affordable/reliable place to [verb (+object)].
Can you recommend something?*

I recommend you try _____.
I suggest you try _____.
Why don't you try _____?
You should try _____.
You should check out _____.)

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- Explain to students that next they will exchange the information they generated in the previous activity and practice using expressions on board to ask for recommendations and give suggestions.
- Introduce the preparation work students need to do.
(For example: "First, we need to write something on the stickers. Look at the left column on the table. Choose one piece of information you want to share with other partners. Write your name and the piece of information on three stickers.")
- Demonstrate how to do it and show students the three stickers I've prepared with "Serena a good restaurant to eat authentic Chinese food" on them. Wait till they finish writing.
- Introduce the activity. *("You will walk around and exchange stickers with a different partner. Based on the information on her sticker, you will ask her for recommendations.").* Explain to students that while their partner is talking, write down the name, location and features of the place on the other side of the sticker.
- Remind them to talk to different partners and use expressions they've learned. Demonstrate how to do the activity. *(Mary wrote a nice park to visit on her sticker. I exchange my sticker with Mary and ask Mary, "Hi, Mary. I'm looking for a nice park to visit. Can you recommend something?" Then, Mary will respond using one of the expressions on board, "Sure. I recommend you go to the Radnor Lake.").*
- Check if students know how to do the task. Tell them I will collect, scan and email the stickers, together with the tables, to them.
- Hold my stickers and be involved in this activity. Pay attention to mistakes students make.

Review and Assessment:

Individual **Group** Written **Oral**

- Acknowledge students' participation and contribution to this class.
("All of you have offered useful information to your partners. You are really into this. Some have offered to accompany their partner to those nice places.")
- Address the mistakes occurred in their conversations.
- Select a few students. Have them act out in pairs how they ask for their partner for recommendation and how they give suggestions.
- Encourage students to talk to their classmates more after class and ask their classmates for recommendation if they want to know nice places to go in Nashville.

