

A lesson planning framework for secondary level ESL learners in Quebec

Target learners/Grade : Cycle 1, secondary 1 (enrichment program)	
Title of the lesson: Order of Adjectives	
Broad theme of learning: Media Literacy (course related to Halloween's celebration)	
Purpose: To know how to describe things properly	
Competency(ies): - Interacts orally in English - Writes and produces texts	Key features: -Engages in oral interactions - Uses a personalized production process - Expands a personal language repertoire
Cross-curricular competency(ies): -Cooperates with others - Uses information	
Materials and equipment: - "Order of Adjectives" chart - "Order of Adjectives - exercises" sheet - 4 pictures (description) sheet - The classroom's board - <i>Kick-Off</i> book	
KNOWLEDGE:	
Functional language: - <u>Useful expressions</u> - Formulate sentences with the good adjectives' order - <u>Vocabulary</u> - Opinion -Colour - Size -Origin -Age -Material -Shape -Descriptive	Strategies - Use of prior knowledge - Predicting -Using resources - Recast - Gestures - Take notes
Language conventions (grammar, phonology, punctuation and spelling) -Adjectives' order	Text components: - Text taken from the <i>Kick-Off</i> book page 54 ("Your Favourite Halloween Costume")
Cultural products -Describe things related to Halloween	Use of information and communication technologies N.A.

PROCEDURE				
	Teacher	Learners	Grouping	Time
Warm-up	<ul style="list-style-type: none"> • Tell students to open their Kick-Off book on page 54. • Ask a student to read the first description. • Ask students what type of words are these (“name”, “tight”, “are”, and others). • Read the same description, but without adjectives. • Ask students which version do they prefer and why. 	<ul style="list-style-type: none"> • Open their Kick-off book to page 54. • Volunteer (or not) to read the description. • Answer to the questions. • Listen carefully. • Tell what they which version they prefer and why. 	Whole class	5 min.
Activities				
Pre-activity	<ul style="list-style-type: none"> • Ask students why we use adjectives. • Distribute the “Order of Adjectives” chart. • Go one category at a time and ask students to give some examples. 	<ul style="list-style-type: none"> • Answer to the question. • Receive the “Order of Adjectives” chart. • Listen and give examples by raising their hand. 	Whole class	10 min.
Main Activities	<ul style="list-style-type: none"> • Explain what students will have to do on the “Order of Adjectives - exercises” sheet. • Ask a student to recap the guidelines. • Explain what students will have to do on the four pictures (description) sheet. • Ask a student to recap the guidelines for this sheet. • Tell them that they can work in groups of 2-3. • Let them work on the sheets. 	<ul style="list-style-type: none"> • Listen carefully to the guidelines. • Recap the guidelines. • Listen carefully to the guidelines. • Recap the guidelines. • Look for (a) teammate(s). • Work on the two sheets in teams. 	Whole class Groups of 2-3	3-5 min. 25-30 min.
Post-activity	<ul style="list-style-type: none"> • Correct the “Order of Adjectives - exercises” sheet together. 	<ul style="list-style-type: none"> • Listen to the answers and give their answers. 	Whole class	5-10 min.
Wrap-up	<ul style="list-style-type: none"> • Tell them that they will have to finish their descriptions of two of the four pictures in homework for next class. 	<ul style="list-style-type: none"> • Write their homework in their agenda. 	Whole class	1 min.
Evaluation N.A.	Extra-class work <ul style="list-style-type: none"> • Finish to describe two pictures 			