# **Final Thematic Unit**

Mary Elizabeth Grieshop ITA Online – November 11, 2017 – G

**Theme:** Thanksgiving **Number/Age:** 12 high-school aged **Level:** High-intermediate

#### Goals:



Vocabulary—specific Thanksgiving vocabulary Grammar—using *would* to make polite offers and talk about hypothetical situation

By the end of the week, the student will be able to...

- Demonstrate their knowledge of Thanksgiving specific vocabulary.
- Use this specific vocabulary and *would* to make and respond to polite offers.
- Use this specific vocabulary and *would* to talk about hypotheses (about something which is possible but not real).

# Materials (all materials are included immediately following the daily lesson plans):

#### Lesson 1

- https://www.youtube.com/watch?v=kVvmc\_p4GVM
- Video Viewing Sheet: Traditional Thanksgiving Foods (1 for each student)
- Thanksgiving Bingo—boards and pieces (1 for each student) Source: superteacherworksheets.com https://www.superteacherworksheets.com/holiday/thanksgivingbingo WMQMN.pdf?up=1466611200
- Beans (or something to use during bingo to cover)
- The Ideal Thanksgiving Meal sheet (1 for each pair)
- Notebook paper, pencils, scissors, and glue

### Lesson 2

- Bingo boards from Monday's activity
- Beans (or an object to cover bingo boards)
- Practice Worksheet (1 copy for each student)
- Thanksgiving Picture Cards (1 copy cut apart; see below)
- Would you like to try...? Activity Sheet (6 copies of A, 6 copies of B)
- Notebook paper and pencils

#### Lesson 3

- Turkey Trouble by Wendi Silvano The teacher can purchase a hard-copy if available. Otherwise, the teacher can show a video of the story being read aloud. (https://www.youtube.com/watch?v=4hvR9dox8G8)
- Writing graphic organizer (1 copy for each student)
- Turkey Writing Paper (1 copy for each student) Source: Super Teacher Worksheets https://www.superteacherworksheets.com/holiday/thanksgiving-paper\_WMQMW.pdf?up=1466611200
- Notebook paper and pencils

#### **Overview:**

The students have also worked with "if" clauses prior to the implementation of this Thanksgiving thematic unit. The students have used "if" clauses and "will" to talk about future events. (Ex: If it stops raining, we will go to the park.) The students have also learned general food and holiday vocabulary (such as appetizer, main dish, dessert, apple, banana, corn, green beans, potatoes, chicken, steak, celebrate, etc.). Prior to this week, the students spent a week reviewing/practicing how to use pronouns and contractions properly.

The students will continue to use pronouns and contractions in the lessons for this week as they learn how to use "would" to make polite offers and discuss hypothetical situations. This Thanksgiving theme will allow the high-school aged students to expand their knowledge of American traditions. This information will be valuable if they choose to continue their studies in the United States or work in the United States.

The end of this week would mark the end of the Thanksgiving Mini-Unit. After this week, the students will learn about the words "should" and "could." The teacher will spend the following week discussing the uses of "should" and "could" with practice activities. The students will use "should" and "could" in their speaking, listening, reading, and writing activities. Finally, students will be able to compare the different uses of these three words—should, would, and could.



Note: all images used in this unit were found using Google Images

# **Class: LATE-INTERMEDIATE**

Level and number of students	12 high school aged, intermediate students		
Lesson Duration	60 minutes		
Aims/Objectives	The student will be able to demonstrate their understanding of specific Thanksgiving vocabulary <i>through listening and speaking</i> .		
Assumptions	<ul> <li>The students have been introduced to basic food vocabulary (plate, fork, dessert, meal, eat, dishes, appetizer, dessert, main dish, etc.</li> <li>The students have played bingo in the past and understand the general rules of the game.</li> <li>The desks are arranged in pairs. The students know their shoulder partner is the student sitting directly next to them.</li> </ul>		
Anticipated Problems	<ul> <li>The students may struggle with some of the new food vocabulary that is specific to Thanksgiving.</li> <li>The students may need to view the video multiple times if they do not gather all the necessary information the first time.</li> </ul>		
Materials	<ul> <li>https://www.youtube.com/watch?v=kVvmc_p4GVM</li> <li>Video Viewing Sheet: Traditional Thanksgiving Foods (1 for each student)</li> <li>Thanksgiving Bingo—boards and pieces (1 for each student)</li> <li>Beans (or something to use during bingo to cover boards</li> <li>The Ideal Thanksgiving Meal sheet (1 for each pair)</li> <li>Notebook paper, pencils, scissors, and glue</li> </ul>		
Warm-Up (4 minutes)	The teacher writes this question on the board: What is your favorite meal? The teacher gives the student 2 minutes of think time. Then, the students can share some of their answers.		
Introduction (1 minute)	The teacher says: "This week, we are going to learn all about Thanksgiving. Today, I will introduce you to some of the specific vocabulary words of Thanksgiving."		
Presentation (10 minutes)	The teacher says: "We are going to watch a video that introduces the traditional Thanksgiving foods." The teacher hands out the video viewing sheet. The teacher plays the video—multiple times if necessary. The teacher gives students time to answer the questions after the video and check with a partner. Then, the teacher reviews all the answers.		

	The teacher says: "I am going to give everyone a bingo board that has Thanksgiving vocabulary. Before we start the game, we are going to look at the vocabulary on this bingo board."
	The teacher distributes the bingo pieces and discusses all the vocabulary words. The teacher answer questions.
	The teacher says: "Now that we have discussed this vocabulary, we are going to play some bingo! First, you need to make your boards. While you are making your boards, I am going to pass out beans that you will use to cover the words as we play bingo."
Practice(s)* (20-25 minutes)	The teacher passes out the bingo boards. The students cut apart the pieces and make their boards. The teacher passes out beans to use to cover spots during the game. The class plays a couple rounds of bingo (as time allows). The teacher collects bingo boards to use as a warm-up on Wednesdays lesson. As a challenge, the teacher can describe the vocabulary <i>(Ex: This is the most popular dessert. This is the boat they pilgrims sailed on.)</i>
	Bingo Source: Super Teacher Worksheets https://www.superteacherworksheets.com/holiday/thanksgivingbingo_WMQMN.pdf?up=1466611200
Production	The teacher says: "Now, you are going to work with a partner to create the ideal Thanksgiving menu. You can use the foods from the bingo board and the foods from the movie."
(10 minutes)	The teacher numbers the students 1-6 to form partners; students with same number work together. The teacher distributes The Ideal Thanksgiving Meal sheet. The students work with their partner to create a Thanksgiving meal.
Review	The teacher says: "We are going to share our menus with the class. Which group would like to go first?"
(5 minutes)	The groups present their menus to the class. The teacher facilitates a discussion as time allows.
Homework (5-10 minutes)	The teacher says: "Thanksgiving is a special meal for Americans. Many families cook the same foods every year. I want you to think about a meal that is special to your family. I want you to write a list of the foods you eat during this special meal. Then, I want you to write a brief description telling me why this meal is special. You should write at least a paragraph—5 sentences or more. You will turn in the list of foods you eat during this special meal and the paragraph telling me why this meal is special at our next class on Wednesday."
	The students can start if time allows.



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# **Class: LATE-INTERMEDIATE**

#### **Date: WEDNESDAY**

Level and number of students	12 high school aged, late-intermediate students	
Lesson Duration	60 minutes	
Aims/Objectives	The students will be able to use specific Thanksgiving vocabulary and the verb "would" to make and respond to polite offers <u>through speaking and</u> <u>writing.</u>	
Assumptions	<ul> <li>The students have adequately learned the Thanksgiving vocabulary to use throughout this lesson.</li> <li>The students have learned how to ask questions and respond in a complete sentence.</li> <li>The desks are arranged in pairs. The students know their shoulder partner is the student sitting directly next to them.</li> </ul>	
Anticipated Problems	• The students may struggle to understand the activity—that one student is an A and one student is a B with likes and dislikes. The teacher will need to model the activity to ensure all the students understand.	
Materials	<ul> <li>Bingo boards from Monday's activity</li> <li>Beans (or an object to cover bingo boards)</li> <li>Practice Worksheet (1 copy for each student)</li> <li>Thanksgiving Picture Cards (1 copy cut apart; see below)</li> <li>Would you like to try? Activity Sheet (6 copies of A, 6 copies of B)</li> <li>Notebook paper and pencils</li> </ul>	
Warm-Up (9 minutes)	The teacher distributes the bingo boards from Monday's lesson. The students play a couple rounds of bingo, as time allows, to review specific Thanksgiving vocabulary.	
Introduction (1 minute)	The teacher says: "On Monday, we learned about the vocabulary of Thanksgiving. Today, we are going to use this vocabulary to talk about what we would and would not like to eat on Thanksgiving."	
Presentation (10 minutes)	The teacher says, "We use the verb <i>would</i> when we are talking about hypothetical situations or when we are making polite offers. Today, we are going to practice using the word <i>would</i> to make polite offers and respond to polite offers. We ask: <i>Would like to</i> ? We respond by saying: <i>Yes, I would like to</i> or <i>No, I would not like to</i> Let me show you how this works.	

	The teacher writes the following model on the board:
	Would like?
	Yes, would like
	No, would not/wouldn't like
	The teacher asks a few hypothetical questions to the class to show how the sentence frames work.
	"Would you like to go for a walk?
	Would you like to go out to eat?
	Would you like some cake?"
Practice (10 minutes)	The teacher says: "I want you to practice using the verb <i>would</i> with this sheet. This sheet has questions about what your family members would like at a Thanksgiving meal. I give the answer. You have to fill in the rest of the answer. Yes, she would like or No, she wouldn't like When you complete this page, I want you to use pronouns in place of the noun. The first one is done for you as an example. When you finish, you will check your answers with your shoulder partner."
	The teacher monitors as the students complete the Practice Worksheet. When they students finish, they check their answer with the person sitting next to them.
Production (15 minutes)	The teacher says: "Now, we are going to do a speaking activity using the word <i>would</i> . You will work with a partner. One person will be Partner A and one person will be Partner B. You will have to ask your partner if he or she would like to try a Thanksgiving dish. The sheet for Partner A says the foods that person would and would not like to try. The sheet for Partner B says the foods that person would and would not like to try. You will respond according to what your sheet says. For example, your partner will ask: <i>Would you like to try the turkey</i> ? You will have to look at your sheet to see how to respond: <i>Yes, I would like to try the turkey</i> or <i>No, I would not like to try the turkey</i> or <i>No, I would not like to try the turkey</i> or <i>No, she would not like to try the turkey</i> .
	The teacher divides the class into pairs by passing out the Thanksgiving Picture Cards. The students with matching pictures are partners. The teacher gets the class into pairs and passes out the "Would you like to try the?" Activity sheet. Each pair needs one students to be Partner A and one students to be Partner B.

	The teacher lets the students look of the sheet and answers any questions. The teacher has one group model the expectation. The partners work and the teacher assists as needed.
Review (10 minutes)	The teacher says, "That was great! Think about the foods on the list— turkey, mashed potatoes, stuffing, cranberry sauce, green beans, sweet potato casserole, rolls, salad, and pumpkin pie. I want you to think about whether or not you would want to try these foods in real life. I am going to go around the room and ask each of you about a food on this list. I want you to respond in a complete sentence AND tell me why. For example: Yes, I would like to try the stuffing because it looks good. No, I would not like to try the rolls because I do not like bread. Sometimes, especially when you say no, it is polite to include a simple reason as to why." The teacher goes around to each of the 12 students and randomly asks them about a food on the list: "Would you like to try the turkey? Would you like to try the cranberry sauce? The students must respond in a complete sentence and attempt to extend on their response by providing a reason.
Homework (5 minutes)	The teacher says: "For tonight's homework, I want you to think about the traditional Thanksgiving foods we have learned about. I want you to interview a friend or family member to ask if they would or would not like to try these foods at a Thanksgiving dinner. Record a list of the foods they would like to try and the foods they wouldn't like to try. You can take the sheet from today's activity home to use a reference."

<ul> <li>Write short answers (with pronouns) for the questions below. The first one is done for you.</li> <li>1. Q: Would your sister like potatoes? A: No, <u>she wouldn't like potatoes.</u></li> <li>2. Q: Would you like green beans? A: Yes,</li></ul>	Name:		Date:	
<ol> <li>Q: Would you like green beans? A: Yes,</li></ol>	Write short		-	
<ol> <li>Q: Would your mom like turkey? A: No,</li></ol>	1. Q: Would your si	ister like potatoes? A: No, <u>sha</u>	e wouldn't like potatoes.	
<ul> <li>4. Q: Would your cousin like pumpkin pie? A: Yes,</li></ul>	2. Q: Would you lik	e green beans? A: Yes,		
<ol> <li>Q: Would your brothers like yams? A: Yes,</li></ol>	3. Q: Would your n	nom like turkey? A: No,		
<ul> <li>6. Q: Would your uncles like sweet potatoes? A: No,</li> <li>7. Q: Would you like cranberry sauce? A: No,</li> <li>8. Q: Would your grandpa like salad? A: Yes,</li> <li>9. Q: Would your dad like corn bread? A: No,</li> </ul>	4. Q: Would your c	cousin like pumpkin pie? A: Y	es,	
<ul> <li>7. Q: Would you like cranberry sauce? A: No,</li> <li>8. Q: Would your grandpa like salad? A: Yes,</li> <li>9. Q: Would your dad like corn bread? A: No,</li> </ul>	5. Q: Would your b	prothers like yams? A: Yes,		
<ul> <li>8. Q: Would your grandpa like salad? A: Yes,</li> <li>9. Q: Would your dad like corn bread? A: No,</li> </ul>	6. Q: Would your u	uncles like sweet potatoes? A	x: No,	
9. Q: Would your dad like corn bread? A: No,	7. Q: Would you lik	e cranberry sauce? A: No, _		
	8. Q: Would your g	grandpa like salad? A: Yes, _		
10. Q: Would you like deviled eggs? A: Yes,	9. Q: Would your d	dad like corn bread? A: No, _		
	10. Q: Would you lil	ke deviled eggs? A: Yes,		
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	Partner A	, <sup>, , , ,</sup> , , , , , , , , , , , , , ,
	<b>Foods you <u>would</u> like to try:</b> Turkey, stuffing, cranberry sauce, salad, rolls, pumpkin pie	
0	Foods you <u>wouldn't</u> like to try: Mashed potatoes and gravy, sweet potato casserole, green beans	° °
B	Ask your partner if he/she would like to try the following foods. Record their responses. (Yes, he would like to try the turkey.)	• • •
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0 0 0	Green beans	
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t B	Sweet potato casserole	0 0 0
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Ŷ.			<b>like to try:</b> tatoes and gravy, sweet potato casserole, green beans, rolls, salad	
0			<b>n't like to try:</b> sauce, pumpkin pie	° °
Š			r partner if he/she would like to try the following foods. I their responses. (Yes, he would like to try the turkey.)	· •
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	Mashed p	potatoes a	ınd gravy	<b>*</b>
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**Class: LATE-INTERMEDIATE** 

Date: FRIDAY

Level and number of students	12 high school aged, late-intermediate students
Lesson Duration	60 minutes
Aims/Objectives	The students will be able to use the verb "would" to talk about hypothetical situations <i>through a writing activity</i> .
Assumptions	<ul> <li>The students have a firm grasp on how to use the verb "would" to make polite offers.</li> <li>The students have listened to read-alouds in the past and understand to ask questions for clarity. The teacher has established a welcoming environment during reading activities.</li> <li>The students have completed writing prompts in the past and understand how to use a graphic organizer.</li> <li>The students have completed writing prompts and understand proper mechanics.</li> </ul>
Anticipated Problems	<ul> <li>The students may struggle to comprehend the text. The teacher should read with expression and answer questions/provide explanations as necessary.</li> <li>The students may struggle to write creatively about a hypothetical situation. The teacher can prompt students as necessary to spark creativity. The students can ask each other for idea.</li> </ul>
Materials	<ul> <li>Turkey Trouble by Wendi Silvano The teacher can purchase a hard-copy if available. Otherwise, the teacher can show a video of the story being read aloud. (https://www.youtube.com/watch?v=4hvR9dox8G8)</li> <li>Writing graphic organizer (1 copy for each student)</li> <li>Turkey Writing Paper (1 copy for each student) Source: Super Teacher Worksheets (https://www.superteacherworksheets.com/holiday/thanksgiving- paper_WMQMW.pdf?up=1466611200)</li> <li>Notebook paper and pencils</li> </ul>
Warm-Up (4 minutes)	<ul> <li>The teacher writes the following questions on the board:</li> <li>Would you eat turkey on Thanksgiving?</li> <li>If turkeys could talk, what do you think they would say about being eaten on Thanksgiving?</li> <li>The teacher gives the students a few minutes to think and share answers.</li> </ul>

Introduction (1 minutes)	The teacher says: "We have learned about the foods families eat at Thanksgiving. Today, we are going to think about the main dish Thanksgiving—turkey."		
Presentation (20 minutes)	The teacher says, "Yesterday, we used the word <i>would</i> to make polite offers. Would you like some potatoes? Yes, I would like some potatoes. Today, we are going to use the word <i>would</i> to talk about hypothetical situations. These are situations that aren't real—we are just thinking about what could possibly happen if we were in these situations."         The teacher writes the following model on the board:         If,		
	The students work with their table groups to write down the different ways the turkey tried to hide. The teacher monitors as the groups work. After, the teacher reviews the different ways the turkey tried to hide in the book.		
Practice(s)* (10 minutes)	The teacher says: "You are going to write a paper describing what you would do if you were a turkey in America on Thanksgiving. How would you hide to keep from being eating? How would you convince the people not to eat you? This is a make believe, fake story so be creative! To write this story, you will use the verb "would" we have been learning to talk about a hypothetical situation. If I was a turkey on Thanksgiving, I would"		

The teacher writes this sentences frame on the board.
The teacher says, "Let's take a moment to share some ideas with our shoulder partner. Talk with your shoulder partner. If you were a turkey, how might you hide on Thanksgiving?"
The students talk with the student sitting next to them (their shoulder partner) to discuss possible ideas. The teacher calls on students to share their ideas with the class and writes these ideas on the board.
The teacher says: "These are all great ideas! Now, you will choose which idea you want to use and write a story. You will plan your story on this graphic organizer. As you can see, there are four boxes so I want four details about what you are going to do to keep yourself from being eating on Thanksgiving. For example, maybe you want to use the idea of disguising yourself like a cow. You can write: If I was a turkey on Thanksgiving, I would disguise myself like a cow. First, I would paint my feathers black and white. Then, I would hide in the fields. Next, I would make friends with the other cows. Last, I would run if I saw people."
The teacher has a model graphic organizer to show the class with this example. The teacher hands out the writing graphic organizer and answers any questions. The teacher allows time for students to think and write. The teacher monitors as the students work.
The teacher says, "Now that you are finishing your graphic organizer, I want you to share with your shoulder partner. Look over your partners' work and give feedback on their ideas."
The teacher allows students time to share their ideas and give feedback.
The teacher says: "Would anyone like to share what they wrote?"
The teacher allows willing students to share their graphic organizer with the class.
The teacher says, "For homework, I want I want you to write your final copy of this paper. You will write it on this turkey paper."
The teacher hands out the Turkey Writing Paper. The students write their final copy on this paper. If time allows, the students can get started in class. For a warm-up the following Monday, the teacher lets students read over their partners' work to check from grammar and clarity.



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