**LESSON PLAN**

**Before Midterm**

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**Week 1: Present Tense (Using "to be" and "to do")**

**Activity: Daily Routines Survey**

* **Objective**: Practice speaking and listening using the present tense.
* **Instructions**: Students interview each other about their daily routines using questions like "What do you do in the morning?" and "Are you a student?"
* **Outcome**: Reinforce the use of the present tense in everyday conversation.

**Week 2: Past Tense (Using "to be" and "to do")**

**Activity: Memory Sharing**

* **Objective**: Practice speaking and listening using the simple past tense.
* **Instructions**: Students share memories with each other using prompts like "What did you do last weekend?" and "Where were you yesterday?"
* **Outcome**: Reinforce the use of the simple past tense in recounting past experiences.

**Week 3: Future Tense (Using "to be" and "to do")**

**Activity: Future Plans Interview**

* **Objective**: Practice speaking and listening using the future tense.
* **Instructions**: Students interview each other about their future plans using prompts like "What will you do next weekend?" and "Where will you be next year?"
* **Outcome**: Reinforce the use of the future tense in discussing upcoming events and plans.

**Word Web / Mind Map**

* **Goal**: Explore a central concept and the words that relate to it, helping students see the evolution and different meanings of related terms.
* **How it Works**:

	+ **Step 1**: Write a broad term on the board (e.g., "light," "emotion," or "travel").
	+ **Step 2**: Students can go up to the board and write or place related words around it. These could be synonyms, opposites, or more specific terms related to the central concept. For example, for "light," students might add words like "bright," "shadow," "glow," "flicker," or "illuminate."
	+ **Step 3**: Once the words are on the board, you can ask students to group them or discuss how they relate to each other. For example, how "shadow" and "bright" are opposites or how "illuminate" is a verb form connected to "light."
	+ **Step 4**: Students can then explore how these terms might transform in different contexts. E.g., how "flicker" can be used as a verb or how "shadow" can turn into "shady," referring to a person or place.

**2. Word Evolution / Word Transformation**

* **Goal**: Show how words evolve in meaning or form over time or in different contexts. This builds an understanding of affixes, prefixes, and suffixes, as well as shifting meanings.
* **How it Works**:

	+ **Step 1**: Choose a base word (e.g., "move" or "happy").
	+ **Step 2**: Write the base word in the center of the board.
	+ **Step 3**: Ask students to come up and write down different forms or variations of that word. For "move," you might get "movement," "mover," "moved," "motion," etc. For "happy," you might get "happiness," "unhappy," "happily," etc.
	+ **Step 4**: As you add the words, discuss the subtle or significant changes in meaning. For example, “motion” can be physical movement, while “mover” refers to a person, and “moved” can describe an emotional state.
	+ **Step 5**: Discuss how different forms (verb, noun, adjective) change the function of the word, and connect it back to the original meaning.

**3. Synonym & Antonym Race**

* **Goal**: Develop understanding of synonyms and antonyms by creating connections between words.
* **How it Works**:

	+ **Step 1**: Write a word on the board (e.g., "large").
	+ **Step 2**: Challenge students to come up with as many synonyms or antonyms as possible. Write these on the board. For "large," you might get "huge," "enormous," "massive," "tiny," "small," etc.
	+ **Step 3**: Students must link synonyms (words with similar meanings) and antonyms (words with opposite meanings).
	+ **Step 4**: Once all words are up, ask students to categorize them by similarities or differences, leading to a deeper understanding of the relationships between words.

**4. Category Sorting / Word Sorting**

* **Goal**: Sort words based on common themes or categories (e.g., nouns, adjectives, verbs, or thematic connections like emotions or actions).
* **How it Works**:

	+ **Step 1**: Write a list of vocabulary words on the board (these could be random words or based on a theme).
	+ **Step 2**: Draw categories or columns (e.g., "emotions," "actions," "objects," etc.) on the board.
	+ **Step 3**: Ask students to work together to categorize the words. For example, "anger," "joy," and "sadness" might go under "emotions," while "run," "jump," and "swim" go under "actions."
	+ **Step 4**: Encourage students to think about why words belong in each category and how they might overlap. For example, can "anger" also be categorized as a "reaction"?

**5. Collocation Web**

* **Goal**: Help students understand common word pairings and how words naturally go together.
* **How it Works**:

	+ **Step 1**: Write a core word on the board (e.g., "make," "do," "take," or "have").
	+ **Step 2**: Ask students to come up with common collocations for that word (e.g., "make a decision," "take a risk," "do homework," "have a meeting").
	+ **Step 3**: Write these common pairings around the central word, showing how they work together. You can also have students act out or use the collocations in sentences to reinforce meaning.

**6. Semantic Mapping**

* **Goal**: Build understanding of a word’s meaning and its related terms.
* **How it Works**:

	+ **Step 1**: Choose a word (e.g., "family").
	+ **Step 2**: In the center of the board, write the word and draw a circle around it.
	+ **Step 3**: Ask students to add related words in categories like "members," "roles," "feelings," etc. (e.g., "mother," "father," "sibling," "love," "support," "home").
	+ **Step 4**: As they add words, encourage them to think about how the words relate to each other and the concept of "family." Explore nuances and discuss how one word might shift its meaning in different contexts.