

Lesson Plan - How far are the students?

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MYP5B - PERSONAL PROJECT

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| <u>Subject:</u> | Dutch |
| <u>Topic:</u> | Assessments & Follow-ups |
| <u>Lesson Title:</u> | How far are the students? |
| <u>Level:</u> | Beginner |
| <u>Length of Lesson:</u> | 45 minutes |

Required Materials & Equipment:

*Variety of simple illustrations that describe the four basic Dutch phrases seen in Lesson Plan 1 in the Direct Instruction:

1. *Mijn naam is...* - picture of Mijn naam is...
2. *Ik woon in Nederland.* - pictures of a house, the map of the Netherlands, and the flag
3. *Ik houd van...* - pictures of animals, foods, activities i.e. football, swimming, reading with a heart next to it.
4. *Ik houd niet van...* - pictures of animals, foods, activities i.e. football, swimming, reading with an angry face next to it.

Dutch alphabet song <https://www.youtube.com/watch?v=D2sYp6o5v9I> used in Lesson Plan 2

Projector to play videos on with sound used in Lesson Plan 2

*Printed visuals of food in alphabetical order used in Lesson 2

*Printed visuals of the alphabet used in Lesson Plan 2

*Variety of printed illustrations that show the body parts(nouns) and the adjectives mentioned in the Direct Instruction of Lesson Plan 3

Variety of the printed phrases describing the body parts(adjectives) mentioned in the Direct Instructions of Lesson Plan 3

1. Assessment Objectives:

1. At the end of this assessment the students will have been able to prove what they have learned throughout the three lesson series e.g introducing themselves, the alphabet connecting with foods and appearances.

2. Assessments & Follow-ups from the following three Lesson Plans:

This specific file is an Assessment for all the three lesson plan series combined meant for Syrian refugees between the ages of ten till fourteen. This “assessment” will work with the teacher and students sitting in a circle as always to make it a comfortable setting for the students.

1. The “assessment” will start of as every class previously with “*Mijn naam is...*” The teacher will say it first and it must go automatically for the students for the one sitting next to the teacher to say it right after the teacher.

2. The teacher will start testing the students about Lesson Plan 1 which is about introducing themselves. The teacher will hold up the illustrations used in Lesson Plan 1 one by one. When one illustration is being shown the teacher gestures to a student for them to say the phrase connected to that specific illustration. The teacher must not intervene with the student trying to say the correct phrase. This lesson is to test the students of how much they can remember and how far they are with the Dutch language.
3. After assessing the students on introducing themselves the teacher must continue to the alphabet and foods. The teacher will first play the Dutch alphabet song on the projector to remind the students of what they have learned in Lesson Plan 2. While the song is playing the teacher must look around the room to observe which students are singing along and which ones are not. This is to see if the students feel comfortable enough to sing in the classroom after three lessons.
4. Split the students up into groups of two to further the assessment on the topic of Lesson Plan 2 which is the alphabet connecting with food. Give every pair a pile of illustrations of the foods and a pile of the words connecting. These illustrations must be the same ones learned in Lesson Plan 2 in the Direct Instruction. Let the students connect the illustrations with the correct word. While the students are performing these tasks the teacher must walk around the room to observe not to help. This is to see if the students can connect the alphabet with a picture.
5. After assessing the students on the alphabet and the foods connecting to it the teacher will move on to the topic of the body parts and some simple descriptions. The students will be standing in a circle and the teacher will be standing in the middle. The teacher will say one of the body parts first without the descriptions. This vocabulary has been learned in Lesson Plan 3 in the Direct Instruction. With the first one the teacher will gesture as well to the correct body part as an example. After that the teacher will say the rest of the vocabulary and the students must gesture to the correct body part.
6. When all of the nouns have been spoken use the illustrations of the nouns and the adjectives. The teacher will hold an illustration up and for the first one will say the correct phrase as an example but the following once the students must go about on their own.
7. End of assessment.

