*5.1. Thriller*

#### A lesson planning framework for secondary level ESL learners in Quebec

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| **Target learners/Grade** *:* Secondary four level | |
| **Title of the lesson:**  Thriller | |
| **Broad theme of learning[[1]](#footnote-1):** Halloween, Music, Michael Jackson | |
| **Purpose[[2]](#footnote-2):**  Expose students to the evolution of music videos and have them create one of their own. | |
| **Competency(ies):**  C1: To communicate orally  C2: Reinvests understanding of texts | **Key features[[3]](#footnote-3)**:   * Initiates, reacts to, maintains and ends oral interaction * Constructs meaning of the message * Expands a personal language repertoire * Listens to/reads or views texts * Constructs meaning of the text |
| **Cross-curricular competency(ies):**   * Use creativity * Communicates appropriately * Cooperates with others * Achieves his/her potential | |
| **Materials and equipment:**   * Computer * Handouts | |
| **Knowledge:** | |
| Functional language:- Useful expressions  * Agreement, disagreement, opinions. * Capabilities * Feelings, interests, preferences * Decision/indecision | Strategies  * Compensatory * Communication strategies   Gesture  Recast  Rephrase  - Learning   * Cognitive strategies:   Activate prior knowledge  Infer  Use semantic mapping  Predict  Take notes   * Social/affective:   Cooperate  Encourage self and others  Take risks |
| Language conventions (grammar, phonology, punctuation and spelling) - Pronunciation  - Intonation | **Text components:**   * Information-based text |
| Cultural products  * Aesthetic aspect:   Media  Visual Arts | **Use of information and communication technologies**   * Use of social medias * Use of Internet |

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| PROCEDURE | | | | | |
|  | Teacher | Learners | | **Grouping** | Time |
| **Warm-up** | * Greets the students * Asks students questions in order to activate prior knowledge:   What holiday takes place in October?  Do you watch music videos?  Who is your favorite singer? | Listens to the teacher  Answers the different questions orally | | Class activity | 5-10 min. |
| **Activities**  Pre-activity  Main Activities  Post-activity | * Hands out text to students * Ask questions in order for students to make predictions such as:   What do you think the text is about?  Who is Michael Jackson?  Do you know any songs?  Gives time for students to read the text.  Corrects question sheet  Tells the students the main theme of the period  Presents a video of Michael Jackson’s Thriller on *Youtube*  Asks for opinions and feedback  Corrects the “fill in the blank” handout.  Gives instructions for the creation of own music video related to the theme of Halloween:   * What are the setting, time, character? * May reinvent a video that already exists to make it scary * No violence * Teams of four * Each team member has a different role:   Timekeeper  Spokesperson  Secretary  Motivator  Keeps track of the different teams and answers any questions. | Answers the different questions orally  Reads the text  Fill in the question sheet.  Watches the video  Fills in the “fill in the blank sheet”  Brainstorm and fill in the handout in order to write the outline of a music video. | | ***Individual activity***  Individual activity  Group activity (teams of four) | 20 min.  15 min  30 min |
| **Wrap-up** | Asks for any voluntary teams that want to present their concept. | Listens and/or presents the concept to the class. | |  |  |
| **Evaluation**   * Use of communication and learning strategies * Evidence of comprehension of texts * Participation in oral interaction * Pertinence of the message * Articulation of the message | | | ***Extra-class work***  - No extra-class work | | |
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1. Themes appropriate to secondary level learners. [↑](#footnote-ref-1)
2. General statement in relation to the theme of the lesson. [↑](#footnote-ref-2)
3. Specific behavioural features that learners have to adopt or to gain from the activity. Key features have to be in accordance with the MELS new program. [↑](#footnote-ref-3)