

Universidade Federal Fluminense
 Departamento de Línguas Estrangeiras Modernas
 Inglês VIII- Profa. Dra. Katia Valério
 Alunos: Priscila Pimentel e Ketiley Pessanha

Listening lesson plan

Aim: The study of a second language has become something fundamental. The purpose of English teaching is to make students recognize in all skills the language and they have autonomy to put into practice their learning. Regarding this matter, we have developed an activity of Listening with a focus on the language in everyday use.

STAGE	PROCEDURE	RATIONALE	TIME
PRE-LISTENING ACTIVITY	The teacher will ask the students about sports they like, know or practice, including the gym, something common for people today.	By doing this the students will be familiarized with the theme of the class, the expressions used in English language, and they will have condition to expose their opinions.	3'
LISTENING ACTIVITY	After the discussion of physical activity and sports, the teacher should show to the students the video of the <i>Friends</i> series, that addresses this context. The video can be passed more than once for the assimilation of students. Video found in: https://www.youtube.com/watch?v=244phGCoFn4	The video will cause students to inspire themselves in the context of class, and make them observe the importance of language study and its daily uses	5'
POST-LISTENING ACTIVITY	The teacher will ask to students some questions about their comprehension of the <i>Friends</i> video.	It is important to notice the informations were passed by the video, if they could understand the context, the expressions and main situation lived by the actors: "to quit the gym". Other things can be notice like humor, daily situations etc.	5'
ELICIDATION	The teacher will explain the aim of the video, the expressions were used, and the content about "to quit something" that was presented in it.	The students will learn the words, expressions and how they can use the new verb learned by them in English situations.	3'

Listening Lesson Guide Middle School

Donna M. Lusardi, Rosemarie Kent



Listening Lesson Guide Middle School:

Music Curriculum Guides Harold Walton Arberg, Sarah Parker Wood, Sarah (Parker) Wood, 1964 **Resources in Education** ,1999 **Allez, Viens!: Level 1** John DeMado, 2000 **School Music Handbook** Hannah Matthews Cundiff, 1923 **Research in Education** ,1974 *Middle School Journal* ,1990 **School Music** ,1928 Listening Skills Schoolwide Thomas G. Devine, 1982 **Guide to the Kindergarten and Intermediate Class, by Elizabeth P. Peabody; and Moral Culture of Infancy, by Mary Mann.** Mary Tyler Peabody Mann, 1877 *Allez, Viens!: level 2* John DeMado, 2000 *Field Experience Guide: Resources for Teachers of Elementary and Middleschool Mathematics* John A. Van de Walle, 2003-04 Part I contains useful handouts guidelines and rubrics for observation and assessment Part II offers activities and lesson plans that students can use during their field experiences 55 fully formatted Black Line Masters are included *Research in Education* ,1971 English/language Arts Curriculum Resource Handbook ,1992 **Wisconsin Journal of Education** ,1876 *Allez, Viens!: level 3* John DeMado, 2000 *Materials and Methods in the Middle Grades* Joseph Lindsey Henderson, 1928 *Home and School Reading and Study Guides* Donna M. Lusardi, Rosemarie Kent, 2007

A Guide to Developing Communication Across the Curriculum Beatrice A. Furner, 1989 Curriculum Review ,1984 Middle School General Music Elizabeth Ann McAnally, 2026-08-06 Create a meaningful accessible and joyful middle school music program that will motivate students to engage with enthusiasm A welcome guide for navigating the exciting landscape of middle school general music this book offers strategies and lessons that have been created in the real world of general music Written by a veteran educator with decades of experience it focuses on active and joyful engagement with music through composing improvising singing playing instruments listening and making authentic connections This 3rd edition includes new and updated content A framework for making instructional decisions based on the pedagogical principles of safety voice access and rigor Strategies for developing instructional units with templates and examples from the author s practice A love letter and survival guide for new teachers Important revisions for today s post pandemic classrooms and compatibility with national and state standards Each section is full of tips and lessons to support middle schoolers in developing a life long love of music From instructional units to composition projects rhythm games to listening lessons there are plenty of strategies that are rigorous and easily adaptable to a range of contexts Unit planning templates and an appendix of suggested resources empower teachers to design their own ways to invite middle level students into the world of music Additional materials include a compelling argument for the importance of middle school general music that can strengthen advocacy efforts a framework for making pedagogically sound instructional decisions and tips to help leverage the developmental tendencies of young adolescents in creating a vibrant classroom culture

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