

Teacher Candidate: Noah Libby-Haines

<p><b>Lesson Title:</b> EOMT Review  <b>Grade Level and Course:</b> ILA Level J4B (English ~A2 CEFR), Whole class lesson, 19 students  <b>Lesson Length:</b> ~45-50 Minutes</p>	<p><b>Overarching Unit Goal(s):</b>                  End of Course Review: Students can recognize and use target language from the course in Units 7–12, demonstrating vocabulary recall, grammar accuracy, and communicative competence across a range of review tasks.</p>	
<p><b>Learning Standard(s) addressed in lesson (CCSS, NGSS, WIDA, etc.):</b></p> <p><i>WIDA ELD Standard 2: Language for Language Arts — Students use English to recognize, recall, and apply vocabulary and grammar structures in receptive and productive tasks across health, science, and narrative contexts.</i></p> <p><i>CCSS.ELA-Literacy.L.4.1 — Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>CCSS.ELA-Literacy.L.4.6 — Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</i></p>		
<p><b>Learning Objective:</b> <i>By the end of the lesson, students will be able to ...</i></p> <p><b>Objective 1:</b> By the end of the lesson, students will be able to take part in and contribute meaningfully to a range of team-based review activities, demonstrating collaborative engagement with the target language from Units 7–12.</p> <p><b>Objective 2:</b> By the end of the lesson, students will be able to recognize and effectively use the target vocabulary and grammar structures from Units 7–12, including health habits, weather modals, past simple and passive, word form variations, and past continuous interrupted by past simple.</p>		
<p><b>Formative Assessments:</b></p> <p>How will you know if your students have met the learning objective(s) for this lesson? Consider pre-assessments, self-assessments, peer-assessments, and other types of formative assessments, too. Include open ended questions that will lead students to think deeply about the content and will also build on prior knowledge.</p>		
<p>Objective being measured</p>	<p>Formative Assessment</p>	<p>Notes</p>
<p>1 &amp; 2</p>	<p><i>Slap the Board — Teacher observation</i></p>	<p>The teacher monitors which vocabulary words cause hesitation or errors across teams; used to gauge baseline vocabulary recall before structured game play.</p>
<p>1 &amp; 2</p>	<p>Flip It — MWB observation/scanning</p>	<p>The teacher scans mini-whiteboards before flip to assess accuracy of gap-fill responses in real</p>

		time across all students simultaneously.
1 & 2	Word Order Race — MWB observation/scanning	Teacher monitors sentence accuracy on MWBs; adjusted timer from 45 to 60 seconds after two consecutive rounds with no correct answers.
1 & 2	Sentence Auction — Results screen	Sentence-by-sentence results screen reviewed with class; teacher uses error patterns to deliver targeted correction. Grammatical errors addressed immediately through recasting during the game results/scoring phase.

<p><b><u>Big Ideas or Essential Questions:</u></b></p> <p><i>How can I show what I know and communicate effectively in English: even under pressure?</i></p>	<p><b><u>Target academic language, vocabulary, and literacy skills:</u></b></p> <p>Grammar structures:</p> <ul style="list-style-type: none"> <li>● Past continuous + <i>when</i> (interrupted action): <i>I was sleeping when the zombies attacked.</i></li> <li>● Passive voice (eg <i>The telephone was invented by Alexander Graham Bell</i>)</li> <li>● Present perfect with <i>just/yet</i></li> <li>● Conditionals + Quantifiers: (eg <i>If you study too much, you'll be too stressed.</i>)</li> <li>● <i>Should and Shall</i> for advice/suggestions</li> </ul> <p>Vocabulary sets:</p> <ul style="list-style-type: none"> <li>● Weather &amp; natural disasters: <i>flood, drought, lightning, snowstorm, sunshine</i></li> <li>● Character adjectives: <i>brave, determined, ambitious, clever, inspirational, famous</i></li> <li>● Health vocabulary: <i>insomnia, stressed out, unfit, unhealthy, energetic, outgoing</i></li> </ul>
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**Prior knowledge:**

- Past simple tense with regular and irregular verbs;
- basic passive voice constructions (e.g. *was born, was invented*);
- past continuous interrupted by past simple;
- basic present perfect;
- survival vocabulary and science fiction themes from prior lessons;
- character adjectives and health vocabulary from Units 7–12;

**Learning Theories:** Select the learning theory or theories you will draw on in planning this lesson. Then briefly explain how the theories are guiding your lesson planning:

<input type="checkbox"/> <a href="#">Cognitivism</a>	<input checked="" type="checkbox"/> <a href="#">Behaviorism</a>	<input type="checkbox"/> <a href="#">Constructivism</a>
<input checked="" type="checkbox"/> <a href="#">Social Learning Theory</a>	<input type="checkbox"/> <a href="#">Input Hypothesis</a> (SLA)	<input type="checkbox"/> <a href="#">Humanism</a>
<input type="checkbox"/> <a href="#">Connectivism</a>	<input type="checkbox"/> <a href="#">Experiential Learning Theory</a>	<input checked="" type="checkbox"/> <a href="#">Interaction Hypothesis (SLA)</a>
<input type="checkbox"/> <a href="#">Sociocultural theory</a>	<input type="checkbox"/> <a href="#">Bloom’s Taxonomy</a>	<input type="checkbox"/> Other

In 4-5 sentences, explain how the theories are guiding your lesson planning:

Behaviorism underpins the competitive game structures throughout the lesson, where immediate point rewards, team scoring, and wildcard mechanics reinforce correct language production and sustain high engagement. The Input Hypothesis informs the review design itself: students encounter target language from Units 7–12 across multiple game formats, receiving repeated comprehensible exposure before and during productive responses. The Interaction Hypothesis is central to games like Jeopardy and Hot Seat, where students must process questions in real time, negotiate answers within their teams, and respond under time pressure, generating meaningful interaction around target language. Sociocultural Theory informs the team-based structures throughout the lesson, where stronger students naturally scaffold language production for peers, and collaborative decision-making creates opportunities for peer-mediated learning. Together, these theories reflect a lesson designed to consolidate prior learning through structured, motivating, and socially rich interaction. Student agency is also embedded in the lesson design as students are offered a choice of games from an available menu, leveraging Humanism and increasing personal

investment and motivation in the review process.

**Student Diversity and Preparing for [Culturally Responsive Teaching](#)**

Who are the students in your class? Explore the above resource on culturally responsive teaching. Then, in the table below, note what methods you will use to collect information about your students to inform your culturally responsive teaching practices. For each area of diversity, discuss how what you know about your students, including their uniquenesses and funds of knowledge, will be transformed into classroom application. This includes methods to recognize, leverage, and address these areas of diversity via your classroom environment, classroom management, materials and resources, and instructional activities.

**Methods to collect information about students:** *(ex: student survey, family survey, parent meetings, etc.)*

Ongoing classroom observation, student surveys, and occasional parent feedback relayed via teaching assistants.

Areas of Diversity	Classroom Application
<i>languages spoken at home</i>	<i>Vietnamese Only:</i> English-only instruction maintained; L1 use is not permitted per ILA policy and is addressed through the classroom management system. Vocabulary examples and sentence prompts use locally familiar contexts where possible.
<i>racial diversity</i>	Homogenous: Where possible, examples and contexts are made relevant to Vietnamese students' lived experience. This increases engagement and personal investment in the content.
<i>cultural diversity</i>	Shared Vietnamese cultural background: Competitive, gamified activity formats leverage students' familiar social dynamic. Team-based games draw on collaborative cultural norms.
<i>socio-economic diversity</i>	Relatively homogeneous. ILA is expensive and students are generally well-off. There is no socio-economic sensitivity in this lesson's content or tasks.
<i>sexuality and</i>	Mutual respect norms are maintained in class; this topic is not part of the lesson content.

<i>gender identity</i>	
<i>religion</i>	Not assessed.
<i>motivations/aspirations</i>	Mix of intrinsic interest and parent-driven enrollment: Gamified formats and rewards engage students even when not intrinsically motivated to learn English. Student agency is built into the lesson by offering a choice of game formats, increasing personal investment. Culturally relevant opportunities to be creative and express themselves increase engagement and lead to English production.

**Student Diversity and Differentiation of Instruction:**

Use the [case study data](#) to differentiate for each student and/or small groups of students. Include specific strategies you will use to make the content and activities sufficiently accessible and rigorous for each student. If you are already in the classroom, use your real students instead (initials only).

<b>Student name(s)</b>	<b>Student Diversity</b>	<b>Differentiation of Instruction</b>
<i>Ken</i>	<i>Attention and focus difficulties</i>	Paired strategically to maintain focus; called on if he appears disengaged to maintain engagement; monitored closely during tasks where his attention may drift.
<i>Thomas</i>	<i>Attention, focus, and peer collaboration difficulties</i>	Strategically paired; given the option to work individually if pair work becomes unproductive.
<i>Tung</i>	<i>Attention, focus, and peer collaboration difficulties</i>	Paired with Harry; teacher checks in early during pair work to help maintain focus.
<i>Thanh</i>	<i>Struggles with past tense writing accuracy</i>	Paired with Cherry; teacher monitors closely given previous off-task behavior between this pair.
<i>Summer</i>	<i>Struggles with past tense writing accuracy</i>	Paired with Trang; teacher visits before asking to share publicly; extended processing time before any cold-calling.
<i>Ronaldo</i>	<i>High energy; struggles with focus during individual work</i>	Seated in an optimized pair; given a clear role within pair activities to maintain focus.

<i>Ben</i>	<i>struggles with focus during individual work</i>	Seated in an optimized pair; given a clear role within team activities to channel energy and maintain focus; teacher monitors during individual task transitions.

**Teaching Strategies and Related Student Activities:** What are the teaching strategies and activities that you plan to use to help students meet the lesson’s objectives? What are the steps that you will take to deliver this lesson? Make this section as detailed as possible. It should encompass the lesson bell to bell and allow you to hand the plan off to a substitute teacher.

- Ensure you include **active engagement strategies**, such cooperative learning, hands-on activities, or inquiry-based learning approaches.
- Integrate **high-impact instructional strategies** that promote deep learning and critical thinking, such as scaffolding, modeling, or peer teaching to support student understanding and engagement.
- Note where you will **integrate technology**.
- Include **interdisciplinary connections** when possible.
- Include **discussion questions** that you would like students to discuss in class, before class or after class because they are interesting, [support higher order thinking](#), and make for a lively and engaging discussion. Also note if each activity is primarily an “I do”, “You do”, or “We do” activity.

<b>Min utes</b>	<b>Activity</b>	<b>Description</b>	<b>Interaction Patterns</b>
5-10  end 7:50	<i>Slap the Board — Vocabulary Warm-Up</i>	<p><i>Teacher displays 2 images on the screen representing vocab words from the module; T calls out one of the two words and a number; SS from each team with the designated number race to slap the correct word on the board. First student to do so and return the slapper to its place on the floor wins a point for their team.</i></p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> <li><i>1. Sit! Listen to the teacher.</i></li> <li><i>2. Run to slap the board when your number is called.</i></li> </ol>	<i>T-SS / SS</i>

		<p>3. Put the slapper back in the circle.</p> <p>ICQs: Do we stand before our number is called? Do we get the point if we slap the picture first? Do we have to put the slapper back in the circle?</p>	
5 end 7:55	Class Rules, Consequences and Rewards	Teacher briefly reviews class rules and ClassDojo system + 3 strike system. "English" and "Quiet" written on board.	T-SS / T-S-T
10 end 8:05	Flip It - 10-15 Gap Fill Questions	<p>SS Watch the screen. Write the missing word on their MWB. When the timer is up they flip their board. Correct answers earn chances to pick a card.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Look.</li> <li>2. Write the word on your whiteboard.</li> <li>3. Flip it when time is up to reveal your answer.</li> </ol> <p>ICQs: Do we write the word or the whole sentence? Do we show our answer before the timer is up?</p>	T-SS / SS
10 end 8:15	Word Order Race — Unscramble Sentences	<p>SS watch the screen, unscramble the sentences. When the timer is up they flip the board. Correct answers get points.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Look at the board.</li> <li>2. Unscramble the sentence.</li> <li>3. Flip it when time is up to reveal the answer.</li> <li>4. Correct answers get to throw the Sticky Ball for points (time permitting)</li> </ol>	T-SS / SS

		ICQs: Do we show our answer before time is up? Do we yell "Teacher Teacher"?	
10 end 8:25 - 8:30	Sentence Auction	Each team has \$1000. Teams bid to buy broken sentences. 10 sentences are auctioned off. Teams try to fix the sentences they bought. 1 point for each corrected sentence. T then goes over corrections 1 sentence at a time.  Instructions: <ol style="list-style-type: none"> <li>1. Look at the sentences.</li> <li>2. Can you fix them?</li> <li>3. Buy them if you can.</li> <li>4. The team that fixes the most sentences wins.</li> </ol>	T-SS / SS-SS / T-S-T

**21st Century Knowledge and Skills:** Select the 21st century knowledge and skills integrated and taught in this lesson, then note the related teaching activities or strategies. **Note the 5C's are central to your students' abilities to be life-long learners.**

21st Century Knowledge and Skills		
<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Collaboration
<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Media Literacy
<input type="checkbox"/> Technology Literacy	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Leadership
<input type="checkbox"/> Initiative	<input type="checkbox"/> Productivity	<input type="checkbox"/> Citizenship/Social Skills

Which teaching strategies or activities incorporate the 21st Century skills you've chosen?

Critical thinking is embedded in competitive game formats where students must evaluate questions and justify answers under time pressure. Collaboration is central to all team-based activities, where students negotiate responses and support peers. Communication is practiced continuously through oral production,

buzzing in, and responding to prompts across all game formats. Student agency and creativity are encouraged through the game selection process, where students vote on which activity to play next.

### Review

Write down ideas on how you will review the topic after this lesson, before moving on to the next lesson (ex: *homework, entry ticket, warm up*)

This is the final review lesson for the J4B module. As most students are expected to continue into the next module, language gaps identified through game performance and teacher observation during this lesson will inform differentiation planning and grouping decisions for the incoming class. No additional review homework is assigned given the summative test follows shortly after.

### Thinking ahead

**Describe the [summative assessment](#) for this unit, module, or term. When is it, and what format will it be in (end of unit test, essay, presentation, project, etc.)?**

The summative assessment for this module is the J4B End of Module Test, taking place shortly after this lesson. It consists of four components: Listening (Parts 1 & 2), Vocabulary/Grammar/Reading/Writing, and Speaking. The written paper covers weather and disaster vocabulary labelling, character adjective definitions, passive voice sentence transformation, health vocabulary gap-fill, and a short narrative writing task using past continuous with *when/after* clauses. The speaking test requires students to answer personal questions, describe picture differences using present perfect (*just/yet*), give advice using *should*, and narrate a story from a cartoon strip.

**How will you ensure students reach the target vocabulary, content mastery, and hard and soft skills to be successful on the summative assessment?**

This review lesson directly ensures content mastery by cycling through all target vocabulary sets and grammar structures from Units 7–12 in a competitive, low-stakes environment. Game formats are

deliberately sequenced from vocabulary recall through to more complex grammar production, mirroring the cognitive progression of the test itself. Teacher observation during games provides real-time formative data on which structures or vocabulary sets need rapid targeted attention before the test.

How are you preparing students [for the format of the summative assessment](#)?

Students are prepared for the format of the summative assessment through game tasks that replicate the question types they will encounter, such as vocabulary matching, sentence-level grammar decisions, gap-fill style prompts, and oral production, but with added under time pressure. The competitive format reduces test anxiety by normalizing performance under pressure in a fun, supportive context.

**Necessary Materials, Technology, and Websites**

*Teacher laptop with HTML game files loaded and ready to display*

*Screen for Class Display*

*Buzzers, Swatters, Sticky Balls and Mini Whiteboards for Competitive Games*

*ILA LMS Website for Slides, Google drive for Classroom Management System + Rewards slides*

*ClassDojo open on teacher device for live point tracking and rewards*

**References**

Moreland University. *Moreland Lesson Plan Template*.

ILA. *Lesson SJ\_A2\_067 (EOMT: Review Lesson)*

Libby-Haines, N. [HTML classroom games [Language Learning Suite - Classroom Games](#)].

## Reflection

This lesson was a competitive game-based review designed to prepare J4B students for their End of Module Test. Watching the video back, I feel this was a strong lesson, perhaps my strongest to date, in terms of planning, sequencing, and classroom management, though there are clear areas I would refine.

### **What went well**

The sequencing of activities worked effectively. Moving from Slap the Board through Flip It, Word Order Race, and Sentence Auction created a deliberate progression from vocabulary recall to sentence-level accuracy, scaffolded by cognitive demand and aligned directly to the test content. My mentor confirmed this made sense and the students responded well to the format. The competitive structure kept engagement high throughout, and I observed consistent peer teaching, with stronger students naturally supporting teammates, which aligns with my planned team structures.

Classroom management was significantly improved from previous lessons. The ENGLISH! word on the board system with letter erasing continued to prove itself to be an effective strategy. At times I was surprised by how quiet the class was. The Bubble Tea incentive drove strong participation, though I noted one unintended consequence: Kelvin's team deferred almost entirely to Kelvin to maximise their chances of winning, which undermined the collaborative intent of the team structure. For future lessons I would introduce designated roles such as writer, speaker, and checker to distribute responsibility and prevent over-reliance on one student.

To assess, I monitored MWBs during Flip It and Word Order Race in real time, and I adjusted the timer from 45 to 60 seconds after two consecutive rounds with no correct answers. I used recasting to quickly correct grammatical errors during Sentence Auction and provide a model for students. Teams were setup in advance for competitive balance and to support peer-teaching. At the start of the lesson, when a strong student was absent, I adjusted the teams, demonstrating responsive planning.

### **What I would do differently**

The Sentence Auction correction phase needed more time and structure. I moved through the results too quickly and missed an opportunity to elicit corrections from individual students rather than accepting whole-team responses. Furthermore, I could have taken the time to ask more “why?” questions, forcing students to justify their answers. My mentor suggested designating a reader and writer per team per sentence, which I think would both distribute participation and create cleaner accountability. I also should have been more consistent about preventing talking, especially during instructions, which was flagged by my mentor and is visible on the video.

The reward structure also needs refinement. While the Bubble Tea incentive was highly motivating, it created excessive competitiveness in at least one team. I am considering moving to a lottery or wheel-spin format where Bubble Tea is the top prize but not guaranteed, which would maintain motivation without incentivising the team dynamics I observed with Kelvin's group.

### **Standards 6, 7, and 8**

Standard 6 is demonstrated through real-time MWB scanning, the timer adjustment during Word Order Race, the recasting moment during Sentence Auction, and the team regrouping decision at the lesson start. Standard 7 is demonstrated through the deliberate game sequencing planned in advance, the pre-planned team structures based on knowledge of student ability levels, and the reward system designed around the motivational profile of this specific class. Standard 8 is demonstrated through the variety of competitive game formats used across the lesson, the physical Slap the Board warm-up activating prior knowledge, the RESET wildcard mechanic re-engaging all teams mid-game, and the deliberate use of game-based technology throughout.