

Increasing Learner Awareness of SVA in English, Part 1

Note: Terms in parenthesis refer to Farrell's (2009) five stages of lesson plans.

Time	Activity	Notes
10 - 15 min	Bell Work (Perspective)	<ul style="list-style-type: none"> • TLW complete a short cloze activity as a pre-test of SVA knowledge.
5 - 10 min	Introduce Essential Question (EQ) and Focus of the Day's Lesson (Stimulation)	<ul style="list-style-type: none"> • EQ: What is meant by subject-verb agreement in English? • TTW elicit student responses to the EQ. • TTW write keywords on the board as needed (subject, verb, noun, singular, plural, person, number, etc.)
15 - 20 min	Teacher-Led Introduction of New Materials / Instruction (Instruction)	<ul style="list-style-type: none"> • TTW instruct students about the formal rules governing SVA in English. • TTW ask students if they have similar rules in their L1. • TTW refer to the keywords on the board as needed. • TTW ask students if they can give examples of SVA in English. • TTW provide students with sample sentences to provide examples of correct SVA.
20 - 30 min	Cooperative Learning Activity (Participation)	<ul style="list-style-type: none"> • TLW work with a partner to complete a task (cf. Noonan, 2004, for a model). • TLW create his own rule about SVA in English and apply it to the task.
15 - 20 min	Guided Practice (Instruction / Participation)	<ul style="list-style-type: none"> • TTW review the results of the task with students, adding correction and providing additional information as needed.

5 - 10 min	Review / Closure (Closure)	<ul style="list-style-type: none"> • TTW review SVA in English with the students, answering questions and providing additional information as needed.
5 min	Homework (Follow-Up)	<ul style="list-style-type: none"> • TLW complete an at-home assignment similar to the task completed in class today.

Increasing Learner Awareness of SVA in English, Part 2

Note: Terms in parenthesis refer to Farrell's (2009) five stages of lesson plans.

Time	Activity	Notes
10 - 15 min	Bell Work (Perspective)	<ul style="list-style-type: none"> • TLW complete a short cloze activity that builds on yesterday's lesson on SVA in English.
5 - 10 min	Introduce Essential Question (EQ) and Focus of the Day's Lesson (Stimulation)	<ul style="list-style-type: none"> • EQ: What is the rule governing SVA in English? • TTW elicit student responses to the EQ. • TTW write keywords on the board as needed (subject, verb, noun, singular, plural, person, number, etc.)
15 - 20 min	Teacher-Led Introduction of New Materials / Instruction (Instruction)	<ul style="list-style-type: none"> • TTW review with students about the formal rules governing SVA in English. • TTW refer to the keywords on the board as needed. • TTW ask students if they can give examples of SVA in English. • TTW provide students with a text that highlights the correct use of SVA in English.

20 - 30 min	Cooperative Learning Activity (Participation)	<ul style="list-style-type: none"> TLW work with a partner to complete a task (cf. Noonan, 2004, for a model).
15 - 20 min	Guided Practice (Instruction / Participation)	<ul style="list-style-type: none"> TTW review the results of the task with students, adding correction and providing additional information as needed.
5 - 10 min	Review / Closure (Closure)	<ul style="list-style-type: none"> TTW review SVA in English with the students, answering questions and providing additional information as needed.
5 min	Homework (Follow-Up)	<ul style="list-style-type: none"> Before leaving, TLW complete a short assessment activity as a “ticket-out-the-door.”

Increasing Learner Awareness of SVA in English, Part 3

Note: Terms in parenthesis refer to Farrell’s (2009) five stages of lesson plans.

Time	Activity	Notes
10 - 15 min	Bell Work (Perspective)	<ul style="list-style-type: none"> TLW complete a sorting activity to separate correct and incorrect uses of SVA in English.
5 - 10 min	Introduce Essential Question (EQ) and Focus of the Day’s Lesson (Stimulation)	<ul style="list-style-type: none"> EQ: Why is SVA important in English? TTW elicit student responses to the EQ. TTW write keywords on the board as needed (subject, verb, noun, singular, plural, person, number, etc.)

15 – 20 min	Teacher-Led Introduction of New Materials / Instruction (Instruction)	<ul style="list-style-type: none"> • TTW reviews with students the formal rules governing SVA in English. • TTW refer to the keywords on the board as needed. • TTW ask students if they can give examples of SVA in English. • TTW provide students with sample sentences to provide examples of correct SVA.
20 - 30 min	Cooperative Learning Activity (Participation)	<ul style="list-style-type: none"> • TLW work with a partner to complete a task (cf. Noonan, 2004, for a model).
15 - 20 min	Guided Practice (Instruction / Participation)	<ul style="list-style-type: none"> • TTW review the results of the task with students, adding correction and providing additional information as needed.
5 - 10 min	Review / Closure (Closure)	<ul style="list-style-type: none"> • TTW review SVA in English with the students, answering questions and providing additional information as needed.
5 min	Homework (Follow-Up)	<ul style="list-style-type: none"> • TLW complete an at-home assignment similar to the task completed in class today.