

Halloween Lesson Plan

Shuang Zhao (Eva)

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Teacher Eva Zhao Grade level High School- Intermediate

Lesson title Halloween (90 minutes 25-30students)

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| --- |
| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*   * Students will recognize the celebrations of Halloween. * Students will identify and participate in the traditional Halloween activities. * Students demonstrate an understanding of the relationship between the Halloween decorations and perspectives of Halloween. * Students demonstrate understanding of the concept of Halloween through comparisons of the Qing Ming and Halloween. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Present the understanding of the concept of Halloween through comparisons of the Qing Ming and Halloween. |
| Step 3—Learning Plan |
| Learning activities - Answer’s the question, how do I teach it?   * Step 1 : <http://www.youtube.com/watch?v=7gZy-vQ0RnQ>   “ too spooky for me”  Play the song and have the students write out what holiday we will talk and what special decorations show in the song for this holiday. (5 minutes)   * Step 2: Use flash or PPT to explain the new words (5 minutes)      * Step 3 : Apple bobbing reading (5 minutes)   Students say 'apple popping' and the name of another student, who reads next. If students are not on track, they must read until teacher tells them to stop. If all students have been on track teacher can give them apple as a prize.   * Step 4：make a paper Jack- O- lantern (10 minutes)   Use orange balloon and markers to make Jack-o-lantern. Write any 12 new words at the back of candy pictures. Tape the candy words on the balloons.   * Step 5: Activity: treat or trick (10minutes)   Students need to walk around say “treat or trick” and read one word from other students balloon and then switch the card. Students sit down until all the cards on the balloon are new words from other students.   * Step 6: comparisons of the Qing Ming and Halloween (45minutes)   Group the students: have each group (or each station) names the students as writer (for writing the important information), walker (need to walk around the stations and collect the information) and presenter (present the group work to others).  Have each group brain storm different between Qing Ming festival and Halloween on a big size paper. Presenter and writer stay in the station to present for your station, and walkers walk around the classroom to find out what the other groups important information. After walking around all the stations, walkers need to report to the writer and presenter. Writers need to revise the answers and presenters will present later in class.   * Step 7: Homework: worksheet “Halloween Word Scramble” （10minutes） |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know?*  *What did I learn? How will I improve my lesson next time?* |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,

**Suggested classwork assessment methods：**

**Students can grade each other in your group.**

**Please grade your group member for this activity.**

**Your name \_\_\_\_\_\_\_\_ Grade to (who) name\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Point Value** | **Outstanding  4** | **Good   3** | **Developing   2** | **Beginning   1** |
| **Participation**  http://paizymath.files.wordpress.com/2013/07/team-work.jpg | * Participates actively. * Thoroughly completes assigned tasks. * Actively participates in helping the group work together better. | * Participates in group. * Completes assigned tasks. * Demonstrates effort to help the group work together. | * Sometimes participates in group. * Participates in meeting goals. * Completes some assigned tasks. | * Participates minimally. * Completes assigned tasks. * Late or turns in work incomplete. |
| **Communication**  http://sr.photos2.fotosearch.com/bthumb/CSP/CSP385/k3858942.jpg | * Shares many ideas related to the goals. * Listens attentively to others. * Empathetic to other people's feelings and ideas. | * Freely shares ideas. * Listens to others. * Considers other people's feelings and ideas. | * Shares ideas when encouraged. * Listens to others. * Considers other people's feelings and ideas. | * Does not share ideas. * Watches but does not contribute to discussions. * Does not show consideration for others. |
| **Attitude** http://www.the3dstudio.com/download_image.ashx?size=large&mode=product&file_guid=08034a3f-29fe-4b31-a3f3-840edad910b1 | * Always has a positive attitude about the task(s) and the work of others. | * Usually has a positive attitude about the task(s) and the work of others. | * Occasionally and publicly critical of the task(s) or the work of other members of the group. | * Is often negative and publicly critical of the task(s) or the work of other members of the group. |

**Total \_\_\_\_\_\_\_ /12**

**Suggested unit assessment methods：**We can have a holiday fair. Students can select any holidays that they like to present after the unit and prepare the food and costume to present for the holiday. Teachers from other grade level can be the judges to decide the awards for the best holiday poster presenter, the best holiday costume presenter, the best holiday food presenter.

**Rubric for Holiday Fair**

Student’s Name\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_ **Total\_\_\_\_\_\_\_/ 10**

**Standing Poster Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 | 0 |
| **Organization** | Readers like to follow the order of work. | Readers can follow the order of work. | The order of work is confused sometimes. | Readers feel difficult to follow the order of work. | The order of work is confused and difficult to follow. | Completely irrelevant to the holiday topic. |
| **Content** | The main idea is clear. Readers can easily find out the points of the poster. | The main idea is clear although some details are not supporting enough. | Some parts cannot demonstrate the main idea. Details play limited supporting role. | The main idea is vague with limited details supporting | Details can’t support the main idea. Readers are confused about the purpose of this poster. | No English description |
| **Design** | Picture information and English descriptions are ample and accurate. | Picture information or English descriptions are ample and accurate. | Insufficient picture information and English descriptions but accurate. | Insufficient pictures or related English description and not inaccurate | Lack of pictures or English description | No pictures |

**Poster Presentation Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 | 0 |
| **Vocabulary** | Rich and appropriate vocabulary with minimal errors. | Mostly appropriate vocabulary with errors that do not obscure meaning. | Limited appropriate vocabulary with frequent errors that sometimes obscure meaning; intermittent interference from another language. | Minimal appropriate vocabulary with frequent errors that obscure meaning, repeated interference from another language. | Insufficient, inappropriate vocabulary, with frequent errors. | Not in English  Or blank |
| **Grammar** | Wide range of grammatical structures with minimal errors. | Mostly appropriate grammatical structures with errors that do not generally obscure meaning | Mostly simple grammatical structures with frequent errors that sometimes obscure meaning. | Limited grammatical structures with frequent errors that obscure meaning. | Little or no control of grammatical structures with frequent errors that significantly obscure meaning. | Not in English  Or blank |
| **Pronunciation** | Accurate pronunciation with minimal errors. | Occasional errors in pronunciation. | May have several errors in pronunciation, which do not necessitate special listener effort. | Frequent errors in pronunciation necessitate special listener effort. | Frequent errors in pronunciation necessitate intense listener effort. | Not in English or blank |

**Halloween customs**

***Halloween***   is a yearly celebration on 31 October in many countries around the world. Halloween has its roots in the Christian holy day of All Saints and the ***Celtic*** festival of ***Samhain***. Typical festive Halloween activities include ***trick-or-treating***, attending costume parties, decorating, carving pumpkins into ***jack-o'-lanterns***, lighting ***bonfires***, ***apple bobbing***, visiting ***haunted*** house attractions, playing ***pranks***, telling scary stories, and watching horror films.

Trick-or-treating is a traditional celebration for children on Halloween. Children go in ***costume*** from house to house, asking for ***treats*** such as candy or sometimes money, with the question, "Trick or treat?”. In the evening, children walk around their neighborhoods and go from door to door shouting “trick or treat”. Children carry bags to collect ***a variety of*** treats from their neighbors. People give out many different kinds of treats, such as candy, chocolates, gum, popcorn, etc. Children usually collect many, many treats on this evening.

Halloween costumes are traditionally modeled after supernatural figures such as ***vampires***, monsters, ***ghosts***, ***skeletons, witches***, and ***devils***. Many adults enjoy attending fancy dress parties, going on ghost tours, visiting haunted houses, and watching horror films at Halloween.

A jack-o'-lantern is a carved pumpkin. In a jack-o'-lantern, the top is cut off to form a lid, and the inside flesh then ***scooped*** out an image, usually a monstrous face. To create the lantern effect, a light source like candle is placed within before the lid is closed. It is common to see jack-o'-lanterns on doorsteps and otherwise used as decorations during Halloween.

**New Words：**

|  |  |
| --- | --- |
| 1. **Halloween** | October 31 observed especially with dressing up in disguise, trick-or-treating, and displaying jack-o'-lanterns during the evening |
| 1. **jack-o'-lanterns** | a lantern made of a pumpkin cut to look like a human face |
| 1. **bonfire** | a large fire built in the open air |
| 1. **apple bobbing** | also known as bobbing for apples, is a game often played on Halloween |
| 1. **haunt** | of a ghost : to visit or live in (a place) |
| 1. **prank** | a trick that is done to someone usually as a joke |
| 1. **treat** | Verb: to pay for someone's food, drink, or entertainment  None: something that tastes good and that is not eaten often |
| 1. **treat or trick** | A popular Halloween custom in the UK and USA, where children dress in costumes and visit people’s houses in search of treats. |
| 1. **vampire** | in stories : a dead person who leaves the grave at night to bite and suck the blood of living people |
| 1. **ghost** | the soul of a dead person thought of as living in an unseen world or as appearing to living people |
| 1. **skeleton** | the structure of bones that supports the body of a person or animal |
| 1. **witch** | a woman who is thought to have magic powers |
| 1. **devil** | the most powerful spirit of evil in Christianity, Judaism, and Islam who is often represented as the ruler of hell |
| 1. **scoop** | None: a kitchen tool like a spoon that has a usually thick handle and a deep bowl for taking something from a container.  Verb: to take out or up with or as if with a scoop |
| 1. **bat** | a small flying mammal |
| 1. **scary** | Something which is frightening |
| 1. **spooky** | mildly scary |

**C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0305493.wmfHalloween Word Scramble**

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**Name \_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| 1. nesloekt |  |
| 1. nkpumip   **C:\Users\ezhao\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5ZE58OSZ\MC900053352[1].wmf** |  |
| 1. tikrc ro rtate |  |
| 1. maverpi |  |
| 1. icwth |  |
| 1. soternm |  |
| 1. nnktecojlraa |  |
| 1. aehdntu |  |
| 1. stgho |  |
| 1. smetuoc |  |
| 1. ndyca |  |
| 1. astb |  |
| 1. rsedip |  |
| 1. rpkna |  |

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**Halloween Word Scramble Answer:**

|  |  |
| --- | --- |
| 1. nesloekt | skeleton |
| 1. nkpumip | pumpkin |
| 1. tikrc ro rtate | trick or treat |
| 1. maverpi | vampire |
| 1. icwth | witch |
| 1. soternm | monster |
| 1. nnktecojlraa | jack o lantern |
| 1. aehdntu | haunted |
| 1. stgho | ghost |
| 1. smetuoc | costume |
| 1. ndyca | candy |
| 1. astb | bats |
| 1. rsedip | spider |
| 1. rpkna | prank |

Material needed:

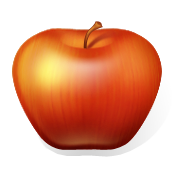
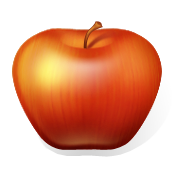
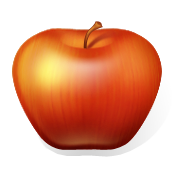
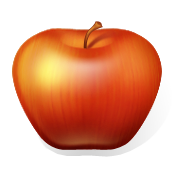
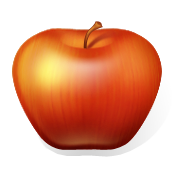
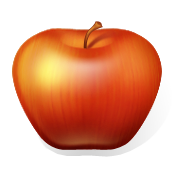
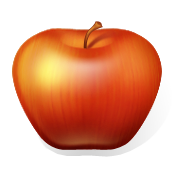
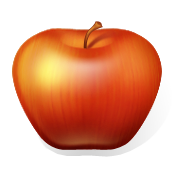
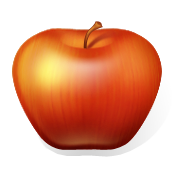
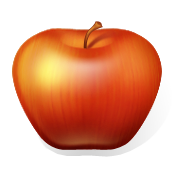
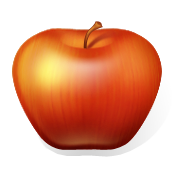
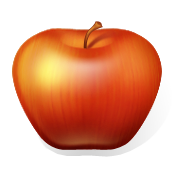
* Orange Balloons
* Scissors
* Tape 10
* Black Markers

Useful website:

* <http://www.esl-galaxy.com/holiday.h>
* <http://www.esolcourses.com/content/topics/autumn-festivals/halloween/halloween-in-the-usa-listening.html>
* <http://www.esolcourses.com/content/topics/autumn-festivals/halloween/halloween-vocabulary-us-english.html>  
  <http://www.esolcourses.com/content/topics/autumn-festivals/halloween/halloween-vocabulary-list.html>

Candy pictures

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Walker

Presenter

Writer