



SPRING BREAK

Lesson Length: 1.25 hours

Vocabulary & Expressions: Vocabulary related to vacations and free time

Language/Culture Point: Comparison of spring celebrations in the U.S. and in students' home countries

Objective: Students will be able to describe their ideal vacation.

Materials: Plain paper, markers, pictures related to spring break, paragraph about spring break (1 copy for each student as well as the same paragraph cut into sentence strips for pairs of students, a Cloze Activity based on the spring break paragraph)

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes		- Mind Mapping

TEACHING ACTIVITY

1. On the board, write "Spring Break" in the center of a circle. Draw spokes coming out of the circle to prepare for a Mind Mapping activity.
2. At the end of a few of the spokes, add words and draw pictures associated with spring break. For example, write the words 'picnic', or 'park', or draw a picture of someone playing sports or at the beach.
3. Have students come to the board and add their own ideas.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
15 minutes	- Spring break paragraph - Cloze Activity sheet based on spring break paragraph	- Cloze Activity



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TEACHING ACTIVITY

1. Write a short paragraph in English about spring break appropriate for the level of your students. Describe when spring break is and what people do in your area. For example:
Spring break is the second week in March.
Spring break is a time for vacation.
Children don't go to school during spring break.
Some people like to go to the beach during spring break.
Some people like to go to the park during spring break.
Some people like to relax at home during spring break.
Many adults have to work during spring break.
Do you work during spring break?
2. Before you give the paragraph to students, first have them listen to you read it a few times. Use pictures as you read, if possible. Then, discuss with students.
3. Pass out copies of the paragraph and read through with students, first using echo reading and then choral reading. Then, have them practice reading with a partner.
4. Ask students put away their copy of the paragraph, and give them a second copy with some of the words missing, as in a Cloze Test. Have students fill in the blanks.

For a low-level class, you may want to give students a word bank of the missing words.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Sentences strips based on spring break paragraph	- Sentence Strips

TEACHING ACTIVITY

1. Print additional copies of the paragraph and cut them into strips of sentences or parts of sentences. Have students reassemble the strips to recreate the paragraph.



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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures related to spring break	- Language Experience Approach

TEACHING ACTIVITY

1. Write on the board the Title “My Perfect Spring Break”.
2. Brainstorm with students things that help make a good spring break. For example, you might write things like ‘warm weather’, ‘sun’, ‘no work’, ‘time with friends and family’, etc.

For a low-level class, you may want to draw pictures to go along with the items in your list.

3. Tell students you’re going to write a paragraph as a class about the ideal spring break. Using the brainstorm list made, ask students to give you sentences about the perfect spring break. As they give ideas, write them on the board as with the Language Experience Approach.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Ask for a student to volunteer to tell you about his/her ideal spring break. As the student reports to you, write what they say on the board to model for the class.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Paper and Markers	

TEACHING ACTIVITY

1. Have students pair up with a partner. Tell them now it’s their turn. Ask them to talk together and agree on what they think makes a good spring break.



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2. Together have pairs write out their ideas as you did on the board.

For a low level class, students can draw pictures, writing any vocabulary they know.

3. Once finished, ask pairs to share their writings and/or drawings with the class.
4. As they share, ask students questions to encourage listening comprehension.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- Think-Pair-Share

TEACHING ACTIVITY

1. Ask students to think about the different celebrations they have in their home countries in the spring. Ask them to think about whether they are similar to spring break or not.
2. Have students pair up with a partner and tell their partner about the celebrations they have in their native countries in the spring.
3. After students have shared with a partner, have them share what they talked about with the full class. On the board make a list of the different countries students come from and the spring celebrations in their home countries.
4. Lead a discussion of the similarities and differences between spring break and celebrations in other cultures.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes		- Exit Check

TEACHING ACTIVITY

1. As students leave, ask them what they will do during spring break.