

Valentine's Day Lesson Plan

Brynn Paine

Azusa Pacific University

LESSON PLAN

Lesson Plan Title: Valentine's Day

Time Frame: Two (2) one hour lessons

Context: This lesson is for 8-10 year olds in a private school in Thailand. By requirement of the government, every student is required to learn English. Students have received instruction in English since entering school at approximately age 5. They attend English class for one hour each school day. Three classes each week are taught by a native Thai teacher and, because of Thai education systems, focus mostly on accuracy. Two classes each week are taught by a native English speaker and the focus is on fluency and culture. Because so much of their academic experience is very structured and focused on accuracy, I try to make the classes fun, while still including enough structure for students to take the class seriously. This lesson on Valentine's Day is in the middle of a unit on feelings. Since the unit is taught during February, these lessons have been placed to occur close to Valentine's Day and incorporate the different emotions.

Assumptions:

- Students will be aware of Valentine's Day since it is celebrated in Thailand.
- Students know basic feeling words and what they mean.
- Students are mid-beginning level students and can read and write basic sentences and hold a simple conversation.

Materials Needed:

- *Amelia Bedelia's First Valentine* by Herman Parish
- Basket
- *Be My Valentine, Charlie Brown* DVD
- Classroom craft supplies (construction paper, stickers, markers, glue, scissors, etc.)

- DVD player and TV for movie
- Reading worksheet, one for each student
- Paper hearts to decorate the classroom
- Paper hearts with a vocabulary word written on each heart, one for each student
- Sample valentines, both purchased and homemade
- Student journals and pencils
- Valentines for each student from classroom exchange program
- Vocabulary worksheet, one for each student

Student Learning Outcomes:

- Students will be able to tell three ways Valentine's Day is celebrated and the history of Valentine's Day.
- Students will be able to use feeling vocabulary correctly in a sentence relating to Valentine's Day.
- Students will be able to write three to five sentences about someone they love.

Lesson One**Hook/Warm-up:** How Do You Show Love? (15 minutes)

Students will enter the class and see the paper hearts decorating the classroom. We will review the previous lessons by discussing something that made them sad in the previous week and what they are excited about in the next week. I will then transition to the lesson topic by saying, "I am excited for Valentine's Day. On Valentine's Day, we show love to people. Tell me how you show love to someone." Students will then share about how they show love to others. I

will repeat their ideas aloud, gently correcting any mistakes through rephrasing, while writing key words from their idea on the board. Each student is expected to participate.

Main Activities:

Vocabulary (15 minutes)

Several words used on Valentine's Day are unique to the holiday and must be taught so students can comprehend the rest of the lesson. These words are *Valentine's Day*, *valentine*, *love*, *celebrate*, *Cupid*, *arrow*, and *card*. I will write each of the new terms on the board. I will then define each word using words, pictures, and examples. The definitions will be taken from Merriam Webster Word Central website for kids. For example, for the term Valentine's Day, I will say that it is a holiday about love on February 14. I will have students briefly list other holidays that they know. I will point to the day on the calendar. Students will write each word and definition in their vocabulary notebooks. They have already learned the terms *love* and *celebrate*, but we are reviewing them because they are crucial to understanding this lesson.

After we have reviewed each word, each student will draw a heart out of my basket. Each of these hearts will have one vocabulary word written on it. Students will group together with those who have the same word on their heart. Together, they will come up with a sentence using their vocabulary word. After each class has come up with a sentence, they will share it with the class. I have chosen small groups for this activity so individual students are not put on the spot and they can help each other come up with a correct answer.

***Amelia Bedelia's First Valentine* (20 minutes)**

I will read aloud *Amelia Bedelia's First Valentine* to the class. This book was chosen because the main character is famous for taking things literally. As young EFL learners, these students make some of the same mistakes. Throughout the book, Amelia Bedelia and other

characters have many different emotions. We have read other Amelia Bedelia books and the students have enjoyed them. After the reading, I will ask students how Amelia Bedelia celebrated Valentine's Day and to tell me the different feelings that Amelia Bedelia had as well as the other characters. We will specifically go back to reference to Amelia Bedelia being miserable, since this is a new vocabulary word. I will encourage students to try to define it from the context. After making sure students understand the word, I will ask questions about how students celebrate Valentine's Day and who people gave things to. This allows them to share with me about their culture and for me to validate the various traditions of Valentine's Day.

Lesson Wrap-Up: Valentine's Cards (10 minutes)

Throughout the class, students have learned that valentines are given for Valentine's Day. In the last part of class, students will have a chance to look at sample valentines, both homemade and purchased, and create one of their own to give to someone they love. Our classroom craft supplies are available for them to use. Students will have an opportunity to finish their valentines during the next class. While they are working, we will talk about their favorite part of Valentine's Day. Before students leave, I will hand back previous graded assignments as well as the valentines that were sent for the students from our exchange classroom in the United States and assign the extra class work.

Lesson Two

Hook/Warm-Up: Vocabulary Review (10 minutes)

To remind students what they learned in the previous lesson, I will put students into small groups and give each group a set of the vocabulary words written on hearts. I will then give a definition or a description of a vocabulary word. Students will choose the correct heart and hold

it up. This opening activity will remind students of what they learned in the previous class and activate their schemata for the following lesson.

Be My Valentine, Charlie Brown (40 minutes)

We will watch *Be My Valentine, Charlie Brown*. This movie is good for this classroom because it uses simple and authentic English and Charlie Brown and his friends are a part of the culture of the United States that adults may refer to in everyday speech. We have also watched the Thanksgiving and Christmas movies when we studied those holidays and the students enjoyed them. Rather than watch the entire video and then discuss all of it, I will be stopping the video every five minutes to discuss what has happened, the information included about Valentine's Day, and the feelings the kids had. This technique will increase students' concentration and will clear any misunderstandings quickly so students can understand the rest of the video. This video also highlights a variety of feelings associated with Valentine's Day, both positive and negative. Several minutes of the video have been cut to allow more time for discussion and because the topic of the scene was not pertinent to either the cultural aspects of Valentine's Day or emotions related to Valentine's Day. If students are understanding what is happening in each section, I will drop the first discussion question after the second section.

Section 1 (00:00 – 05:30) – First, we will talk about what happened in the section (Charlie Brown waits by the mailbox. Snoopy pretends to be Cupid. Linus gets to pound the erasers at school. Lucy tells Schroeder about Valentine's Day. Linus buys a box of candy for his teacher and tells Violet to buy shaving cream for her teacher.). Then, we will discuss what things the Peanuts gang mentioned about Valentine's Day (getting cards in the mail, showing someone they are special, pretending to be Cupid, talking about the holiday's history, buying gifts to show you love someone). Finally, we will talk about the feelings that Charlie Brown, Linus, and Lucy

had (Charlie Brown was hopeful and kind of sad. Linus was excited that his teacher liked him. Lucy was angry that Schroeder was not paying attention to her. Charlie Brown is excited to get a valentine from someone in his class. Linus was excited that he had a nice gift.).

Section 2 (08:54-15:58) – We will discuss what happened in the section (Schroeder tells about making valentines for the class. Sally tries to make a card for Linus. Snoopy gives a valentine to Woodstock. The kids put their valentines in a box and Schroeder starts to deliver them.), what things the Peanuts gang mentioned about Valentine's Day (making cards, candy hearts, getting valentines), and the feelings that Charlie Brown and Sally had (Charlie Brown is excited to get a valentine from someone in his class. Sally was frustrated about making a card and excited about her Valentine's Day gift from Linus.)

Section 3 (15:58-19:26) – We will talk about what happened in the section (Charlie Brown does not get a valentine. Linus does not get to give his teacher the candy. Sally thinks the candy should be hers.), what things the Peanuts gang mentioned about Valentine's Day (giving gifts and cards, having a party), and the feelings that Charlie Brown, Linus, and Sally had (Charlie Brown was sad and upset he did not get a valentine. Sally was mad that Linus did not give her the box of candy. Linus was disappointed that he missed his teacher).

Section 4 (19:26-24:32) – We will converse about what happened in the section (Charlie Brown looks in the mailbox and gets mad. Linus throws his candy away. Snoopy gets a valentine from Woodstock. Violet and the girls try to give Charlie Brown a used valentine.), what things the Peanuts gang mentioned about Valentine's Day (people's feelings when they do not get a valentine), and the feelings that Charlie Brown and Linus had (Charlie Brown was mad that he did not get a valentine. Then he got excited about maybe getting one next year. Linus was angry about wasting his money and looking silly).

Wrap-up/Review (10 minutes)

Students will use the remainder of class to finish the valentines they are making. While they work, we will talk about the Valentine's Day traditions they have in their families and in Thailand. This lets students see how even within the same culture holidays can be celebrated in different ways. Before students leave, I will give the journal assignment.

Extra Class Work

Between lessons one and two, students will complete a vocabulary worksheet (Appendix A) and reading worksheet (Appendix B) to extend learning and to give students an additional exposure to words they learned in class. The information for the reading worksheet was significantly adapted from *Celebrate Valentine's Day* by Carolyn Otto.). Each time a vocabulary word appears in the text, it has been highlighted. This will help students notice the text and the use of vocabulary words.

After lesson two, students will write a paragraph in their journals about the person they gave their valentine to and why they love them. They should write three to five sentences about someone they love. I do not expect the writing to be perfect, but each sentence should have a subject and a verb. The first sentence should tell who the student loves and the following sentences should tell why the student loves that person. All assignments that follow the directions receive a star sticker. Paragraphs with minor grammatical or overall flow mistakes receive a gold star sticker. Journals will be turned in at the next class.

Assessment Plan

There are both informal and formal assessments planned for during and after this lesson. The classroom discussions will serve as an informal assessment of objectives one and two. I will have a sheet of paper with each student's name listed in a row and then columns for each

objective (Appendix C) that I will use to place a plus or a minus, based on a student's response. This will help me identify class participation and if particular students or the entire class is struggling with an objective. If the majority of students are receiving a minus, I will alter the lesson plan to go back and focus on the problem area. It is more important that students understand concepts than to simply complete the lesson plan. While the journal assignment appears to be informally assessed, they do play into a student's final grade (which they know). All journal assignments are worth one point. Any assignment receiving a star gets full credit. A gold star receives two points to encourage students to go beyond just following directions and writing complete sentences. The reading worksheet is worth five points, one for each question. The extra-class vocabulary sheet is worth one point for each item; in this lesson, full credit is six points.

Formally, students will be assessed at the end of the unit. Each unit test includes assessment on reading, writing, listening, speaking, and vocabulary. The items included on the unit test will also assess the objectives of this lesson.

References

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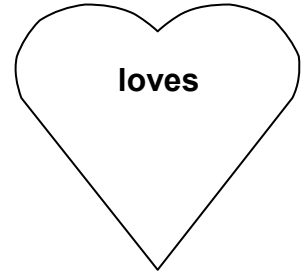
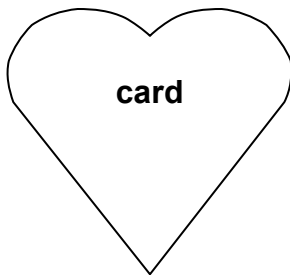
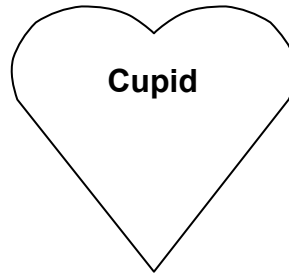
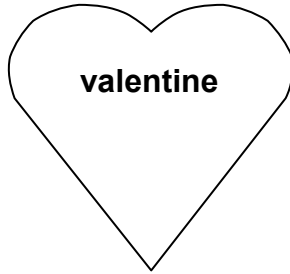
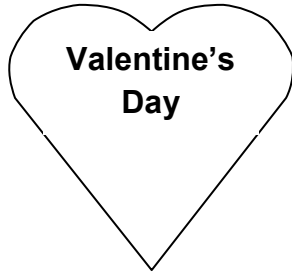
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picture]. United States: Warner Home Video.

Appendix A – Valentine's Day Vocabulary Worksheet

Use the words in the candy hearts to finish each sentence.

1. _____ is a holiday to celebrate love.
2. We _____ your birthday with a party.
3. I put wings on my baby sister. She looks like _____.
4. Sally really _____ Linus.
5. Arnat made Preena a _____ for her birthday.
6. You can make a _____ to say "I love you."

Appendix B – Valentine's Day Reading Worksheet

On February 14, we **celebrate Valentine's Day**. No one knows how **Valentine's Day** started. The holiday is named for Saint Valentine.

The story of **Cupid** is an old story. **Cupid** looks like a little baby with wings. **Cupid** shoots **arrows** at a person. Then the person falls in **love**.

On **Valentine's Day** we **celebrate love**. People gave **cards** they made to friends over 500 years ago. These **cards** are called **valentines**. They used lace and flowers. We give **cards**, candy, and flowers to people we **love**. We use colored paper and stickers. Some **valentines** are sweet. Some **valentines** are silly.

1. What do we celebrate on Valentine's Day?

2. Who is Cupid?

3. When did people first give valentine cards?

4. How do people make valentines?

5. Why do we give valentines?
