INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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*Select the type of plan*

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
|  | X |  |  |

*Write a few lines about the usefulness of this plan for the Colombian English teachers*

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

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| **Author’s remarks** |
| This plan can help learners learn a wide range of vocabulary related to the different parts of the body and help teachers develop an interesting activity to have fun in class while teaching the body parts. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6TH** | **120 minutes** | 35 | | 13 | |
| **Area** | | **English level** | | | |
| Rural X | Urban | A1 X | A2 | | B1 |

*Select the curricular axe or focus*

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| **Curricular Focus / Axes** | |
| **Environmental / Sustainability Education** |  |
| **Sexual / Health Education** |  |
| **Construction of Citizenship / Democracy / Teenagers** | X |
| **Globalization** |  |

*Complete with information about the content and methodological approach of the plan*

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| **Topic** | Body parts | | |
| **Module / Unit** | Module 2. Health | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Classifying different parts of the body | Writing and speaking | Parts of the body:  • Arm  • Legs  • Chest  • Brain |
| **Principles / approach** | Noticing approach | | |

*In “Aim”, state what the learning goal is, in other words, what you want your students to achieve by the end of the session.*

*In “Subsidiary aims”, relate the language skills (communicative and linguistic) students need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centred, specific, measurable, achievable, realistic, and action oriented.*

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to maintain a simple conversation about the main body parts and their characteristics |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Describe different parts of the body. * Use the appropriate vocabulary to enrich a conversation about body parts . |

*List all the materials needed for this plan. Please, do not include any picture or photograph.*

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| **Materials needed** |
| Flashcards about daily routines – pieces of papers with three colours, red, yellow and green. A set for every student. |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and students do at each stage of the session.*

*Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.*

*Use these conventions: T= teacher S= students Ss= students*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:** | T asks Ss to mention as many body parts as they can in English. Then T will show some flashcards with more vocabulary related to the body and will encourage ss to identify the parts.  Ss can use their cell phones and dictionaries to look for the words in English. | 15 minutes  T-SS  Individual work |
| Pre-activity | Ss will watch the following video of a young man doing his daily activities and then they will work in groups of 3 <https://www.youtube.com/watch?v=g5Autn4ipqk>  Then T asks ss to watch the video carefully again and together they will write at least 4 sentences related to the activities carried out.  Once ss have written the sentences they will have to share the sentences with the whole class. | 20 minutes  SS-SS  Group work |
| While-activity | **Chinese Whisper**  Teacher divides the class in two groups and gives flashcards with the name of a part of the body on it. One student for each group draws the representation of the word on the board and the other group tries to guess the word and say it in English. Then Teacher gives students a photocopy with a table with some words inside and the titles: parts of the body. Students listen and tick the words they hear. At the end, T checks ss words in order to identify if they did it right. | 30 minutes  SS-SS  Group work |
| **Traffic lights:**  Ss will be given 3 cards: a yellow, red and green one. T will ask them to raise the green one of they feel they can describe more body parts now. The yellow one if they have learnt very few new words and the red one if they have not learnt anything new so far. |
| **Production:**  Freer practice  Post-? | Individual work: T will give every S a card with one part of the body, ss must read carefully and make sure they understand the part of the body assigned.  When T is sure they all know it, T asks ss to sit down on the floor and listen to him carefully. T says one part of the body and one action so the ss who have that part of the body they must do the action. For example: Knees, stand up. Or: toes, go to the door. The objective is to mention all the vocabulary previously studied and any action.  Then teacher gives ss some cards with images of parts of the body and ss will have to match them with the way it is written. | 35 minutes  T ss  Individual work |
| *Assessment: Assessment: Peer assessment.*  *The teacher does a peer-assessment session. When the students have labelled the pictures, teacher tells students to exchange their notebooks and assess their partner´s work. The following criteria can guide the students´ assessment process: Are the words correct? Are the correct words matching with the correct pictures?* |
| **Wrap-up** | Ss will work in a round table and together they will analyse the vocabulary learnt and exchange ideas on how to pronounce some words and the meaning of each. | 20 minutes  Individual work |
| *Assessment: every S is asked to create their own exit ticket with 2 things they learnt in the class and 3 things they can now build on.* |

*List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.*

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| **Implementation alternatives** |
| This activity can be implemented by using the Way to Go book for sixth grade with the audios and the different exercises proposed there to enrich all these activities. |

*Write the key word for each category based on the content of this plan. For example:*

*Topic: environment Skill: reading Linguistic: should Vocabulary: animals, environment*

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Body parts | Writing and speaking | Present tense | Body parts | 6th |