INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Author** | |
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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This plan allows SS to improve their oral and writing production, talking about daily activities, in order to reinforce the simple present tense. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6th** | **60 min** | 38 SS | | 12 y.o. | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

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

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| **Topic** | Daily activities | | |
| **Module / Unit** | Module 2 / Unit 3 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Sequencing the most common daily activities. | Speaking and writing. | Daily verbs activities. Wash the dishes, brush my teeth, make my bed, go to study. |
| **Principles / approach** | Task-based learning. | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson:   * Students will be able to describe their own daily activities. |
| **Subsidiary aims** | By the end of this lesson, students will be able to:   * Identify the grammar structure of simple present, in order to talk about daily activities/routines. * Recognize their own daily routine and the one of their classmates. * Write a short paragraph about their daily routine or a relative/classmate’s daily activities. |

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| **Materials needed** |
| * Textbook SURE Level A. * Flashcards with daily activities (verbs). * Pieces of paper in red and green. * Pieces of paper with tickets printables. |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | T starts the class by projecting the video of a kid’s day. Then T asks ss to try to remember as many words from the video as possible. Once the video is played twice, T will make a brainstorming on the board with all the words provided by ss.  <https://www.youtube.com/watch?v=zzdz7mDW0eI>  Then T asks SS to mention as much actions they do every day as possible. For example:   * Wake up. * Take a shower. * Have (breakfast, lunch, dinner). * Brush one’s teeth. * Go to school. * Do the homework. * Watch TV. * Play (football, videogames, etc). * Sleep. | 5 minutes  T-SS |
| ***Assessment:*** Along this first stage and the following ones, T will give SS some green and red cards, in order to play “Stop and Go”; this is for SS to let T know if they are able to continue or not, in case they get (or not) the suggested activities for this class. |
| Pre-Activity | T makes up groups of 3 SS.  Then, T gives some flashcards to each group. Each card will have the name of the action (verb) below.  T takes some flashcards and speaks about which of these actions she does every day. In other words, T describes her daily routines since the moment she wakes up until she goes to bed. As she talks, she raises the flashcards that represent the action being mentioned. For example:  “… then I brush my hair.  T encourage SS to do so with the flashcards in their own teams, talking about themselves while the others listen carefully, then another member of the group does the same until the three of them have spoken. | 10 minutes  T-SS  Group work |
| While-activity | T ask SS to create their own list of activities they do every day.  SS write on their notebooks the actions they do. Also, SS are able to look up in a dictionary those actions they do but don’t appear on the list.  T explains the way the sentences have to be written, taking into account the correct order of words.  T shows SS some printed posters/flashcards without naming the actions shown. SS have to guess what action describes each picture and create a sentence, taking into account who’s the subject in each case. To make the activity more competitive, ss will do it in groups of 4 and the first group to write the sentence appropriately will be awarded with extra points | 20 minutes  SS – SS  Whole class interaction |
| Post-activity | SS make up groups of 3 people.  T gives to SS some cards with daily activities.  T explains that each group has to form a pile of card, and face them down. Each SS takes a card from the pile and he/she has to say a daily activity sentence without mistakes. If S says it correctly, he/she takes it. The S who has more cards in his/her own, wins the game. | 15 minutes  SS-SS  Group work |
| **Wrap-up**  **And assessment** | T gives to SS a little piece of paper. The activity is called “Exit tickets”. | 5 minutes  SS  Individual work |

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| **Implementation alternatives** |
| * T can adapt the topic, according to the context the students live (i.e. daily verbs list). * Invite a different person from their context to tell them his/her daily activity. * Propose SS to go out and ask to other people what they do during a regular day. |

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| **Key words** | | | | |
| **Topic** | **Skill** | **Linguistic** | **Vocabulary** | **Grade** |
| Daily activities (Routines) | Writing production.  Oral production.  Through games. | Simple present tense. | Daily verbs activities. Wash the dishes, brush my teeth, make my bed, go to study. | 6th |