INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This lesson plan gives the students a chance to share personal information with their classmates. It also gives them the opportunity to listen about others improving their social interaction. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| 6th | 90 minutes | 40 | | 10 | |
| **Area** | | **English level** | | | |
| Rural x | Urban | 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** | THIS IS ME AND MY FAMILY | | |
| **Module / Unit** | English, Please 1 - Unit 2 - Lesson 4 | | |
| **Language focus** | **Language Function** | **Language skills** | **Vocabulary** |
| Sharing information about the members of my family | Speaking, writing | Mother,father,sister,brother,aunt,son, |
| **Principles / approach** | A topic-based approach to the language | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to express personal information about family members. |
| **Subsidiary aims** | By the end of this lesson, students will be able to identify family members.  By the end of this lesson, students will be able to use possessive adjectives. |

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| **Materials needed** |
| English please book 1!, board, market, personal information chart. |

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| **Stage** | **Procedure** | **Time and interaction** |
| **Warm up** | **Note.** To do this part of the lesson T must bring cards/photos/images of family members  T shows ss family member’s flash cards. T reads family member´s names. T asks ss to repeat family members’ names while teachers shows the cards/photos/images. T drills the vocabulary to practise with students  Then, T asks ss “who do they live with?” Ss answer the questions using family members.  **Possible answers**  *I live with my father*  *I live with my mother*  *I live with my sister* | 10 minutes  T-SS  Individual work |
| **Lead in** | **Vocabulary**  T asks ss to open the book on page 22 and work individually on activity 1. Then, ss check answers in pairs and finally T checks answers as a class.  **Answer key:** *father, mother, grandfather, grandmother, sister and brother.*  T asks ss to go on act. 2 individually. Then, T checks the exercise and write the new family members on the board. T asks ss to write them down on their notebooks.  **Answer key**: grandparents, parents, daughter, cousins, grandchildren, husband, son, aunt, uncle, wife.  T asks ss to classify the family members in the chart individually. Then, T checks with class.  **Answer key:**   |  |  |  | | --- | --- | --- | | **Female** | **Male** | **Plural** | | Daughter  Aunt  Female | Husband  Son  uncle | Grandparents  Parents  Cousins  grandchildren | | 20 minutes  T-SS  Individual work  T. monitors  Group work |
| **Language Discovery** | **Focus on language**  T asks ss to read the sentences in act. 3. T checks with class the meaning of the sentences and make emphasis in bold words. T asks ss to notice that bold words reference to possessives. T says ss that possessive adjectives in English change according to the subject.  T asks ss to solve act. 3 individually matching the sentences with the correct picture. T checks with class.  **Answer key:**   1. She is **my** aunt. **Her** name´s Ann. \_\_3\_\_\_ 2. We are from Venezuela. **Our** family is very big. \_\_4\_\_ 3. They´re Juanita, Luis and Pedro. **Their** parents are Lucia and Paul. \_2\_\_ 4. I´m an only child. **My** family is very small. \_\_\_1\_\_   T tells ss that now they are going to listen to eight sentences with possessive adjectives. T asks ss to repeat the sentences. T clarifies the meaning of the sentences making emphasis in the possessive adjectives using ss as models.  **Example:**   * T point her/his self and says “My family is small” * T asks a girl to pass in front of the class and says” Her name is Laura”   T asks ss to follow the example creating their sentences and using their classmates as models.  To close this stage T asks ss to complete the paragraph in act. 5 individually. Then, T checks with class.  **Answer key:**   1. Her 2. Their – 3 Their – 4 -Our/my – 5- Our/my 6- His 7- My/our   8-Her – 9- Our/ my 10 - it | 25 minutes  T-SS  Group Work  T. monitors  Whole class  Individual work |
| **Language practice** | Ss are encouraged to use the vocabulary revised previously.  T asks ss to write a short paragraph following the example in previous activity, individually. T monitors while ss work in their writings in order to clarify any doubts.  Finally, T asks volunteers to share their paragraph with class. | 20 minutes  T. monitors  Individual Work  Whole class |
| **Assessment** | **Rubric**  Now, T. asks ss to express how much of the lesson they understood. They have close their eyes and at the teacher´s signal, ss show:  Thumbs down: I didn´t understand much of it.  Thumbs in the middle: I partially understood the topic.  Thumbs up: I understand the topic very well.  T asks ss to work in extra practice on the interactive version SB if they consider they have difficulties. | 10 minutes  T-SS |
| **Feedback** | T asks ss to work in pairs to discuss what they can do with what they learned in the previous lesson.  Then, T clarifies doubts and sets homework.  Homework: T asks ss to look for more examples with possessive adjectives and write down in their notebooks (five sentences). | 5 minutes  T-SS |

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| **Implementation alternatives** |
| I consider this lesson plan can be implemented in both; rural and urban areas. However, you can change homework and ask ss to describe for example a friend´s family. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| This is me and my family | Speaking  writing | Verb To be  Possessives | Family members | 6TH |