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 lesson plan shows the previous work or introduction in a topic that includes prepositions in my neighbourhood, town, city or place where the students live. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6th** | **1 hour** | 35 | | 12 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | 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** | I’m happy in my neighborhood | | |
| **Module / Unit** | Module 4 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describe where something is located. | Speaking, writing. | In, on, under, above, in front of, between, next to, behind, close, far. |
| **Principles / approach** | Communicative approach – Task Based. | | |

*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 describe where something is located. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Identify expressions related to location. * Make short sentences describing the location of an object. * Ask and answer questions related to the location of different objects. |

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

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| **Materials needed** |
| Cardboard, tape, apple, a stuffed dog, car, cup, worksheet (<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-games-prepositions-of-place-worksheet.pdf>), board, markers, pencil, pen. |

*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:**  Clap your hands | T greets the students and SS respond to the greeting.  T sings the song “Clap your hands”, while she is moving her hands, T shows some prepositions of place, SS imitate the movement.  T tells SS “Now it's your turn”.  SS perform the activity; and they sing and move their hands and body. | 10 minutes  T-SS |
| *Assessment: T makes sure ss pronounce the words properly and checks on previous knowledge.* |
| **Introduction:**  Introducing language | T recalls vocabulary about some objects (dog, car, cup, apple) previously seen and makes the relationship with the prepositions of place.  T uses the objects (dog, car, cup, apple) in order to ask questions with Wh related to the vocabulary worked in class.  SS answer questions orally. | 10 minutes  T-SS |
| *Assessment: T checks on ss use of the structure in their answers.* |
| **Practice:**  Controlled practice | T writes some sentences on the board in which she organises the grammar: subject + verb + space for the correct preposition. The prepositions are in cardboard on the board.  A S who wants to participate locates the corresponding preposition.  T repeats the procedure giving more examples and having different ss participate. | 10 minutes  T-SS |
| *Assessment: T makes sure ss understand how to talk about locations.* |
| **Production:**  Freer practice | T hand out a worksheet in which ss (in groups) must place some prepositions of place.  Ss complete the sentences according to the picture. | 20 minutes  Pair work  T-SS |
| *Assessment: T goes around checking on ss work in case they have doubts.* |
| **Wrap-up** | T collects the sheets, completes it on the board (giving some feedback); and explains the work for the next class, which is the location of my home, in my neighbourhood. | 10 minutes  Individual work  T-SS |
| *Assessment: Common error correction.* |

*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** |
| You can ask students the class before to bring a personal object in order to have them practice about the location of this object in the classroom.  If you can’t take photocopies of the worksheet, you can project it or write the sentences on the board.  You can create your own worksheet in case you don’t have access to internet. |

*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** |
| **Locations** | Speaking  Writing | Present simple | Prepositions of place | 6th |