INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| Collaborative work is the best tool to increase student’s participation and share outcomes. Therefore, constant feedback is a key to generate confidence in the development of skills by using progressive methods like teamwork and formative assessment to check understanding through dialogue between SS-T. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **Sixth** | **40 minutes** | 30 | | 10-12 | |
| **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** |  |
| **Globalization** | X |

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| **Topic** | After school club | | |
| **Module / Unit** | Module 2: | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Giving and asking personal information and everyday activities. | Speaking | NA |
| **Principles / approach** | Task Based Learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson students will be able to exchange information about likes, dislikes and interests |

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| **Materials needed** |
| * **Board.** * **Annex 1** |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Pre-task** | Ss will set up an after-school club. For this, they need to know what kind of activities the students like in order to plan the club.  As a whole group, students brainstorm free time activities they can do after school. T writes them on the board. | 10 minutes  Whole group |
| *Assessment: T monitors and helps with language.* |
| **task** | In pairs, SS select five of these activities that they like and complete the table with those activities. **Annex 1**  Then they walk around the classroom asking other students if they like these activities and why and complete columns like-don’t like and why.  They sit in pairs again and check their answers and see which is the most popular activity. | 15 minutes  Pair work  Mingle  individual |
| **post task** | As a whole group, SS share their findings and together decide what the club is going to be about.  After deciding on the club, each Student makes an invitation to the club. | 15 minutes  Whole group  individual |

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| **Implementation alternatives** |
| T can provide model questions and answers to help SS according to their language level. T can also provide a list of vocabulary before the task to help SS with lower level. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **After school club** | Speaking | NA | NA | Sixth Grade |

**Annex 1**

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| **SPORT/ACTIVITY** | **LIKE** | **DON’T LIKE** | **WHY?** |
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