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 plan is a great opportunity to help your students to understand the need of keeping healthy through some physical routines. There are a lot of fun activities that can improve their communicative skills and their English learning process in an easy and meaningful way. |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
|  **6th**  |  **8 hours** |  42 |  12-13 |
| **Area** | **English level** |
| Rural X | Urban  | A1 X | A2  | B1  |

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

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| **Topic** | Healthy physical routine |
| **Module / Unit** | HEALTH/2 |
| **Language focus** | Language Function | Language skills | Vocabulary |
| * Identifying some daily actions.
* Recognizing a vocabulary about expressions of time and quantity, names of places and parts of the body.
* Classifying physical routines between healthy and unhealthy.
* Asking for and giving information about healthy and unhealthy physical routines with Yes/No questions in the simple present tense
 | * Speaking
* Listening
* Writing
* Reading
 | * **Expressions of time:** early/late /daily/every day/ night/ week/moment/morning/afternoon/evening.
* **Expressions of quantity**: twice a year-once/twice/thrice/ a year/ a day/seven hours/eight glasses of water
* ***Days of the week***: On Monday/Tuesday

/Wednesday/Thursday/Friday/Saturday/Sundays-On Saturdays* **Daily routines**: I wake up/I get up/I take a shower/I get dressed-/I comb my hair/I have breakfast- I brush my teeth I go to school-/I have lunch/I go to the park/I play a sport/I do my homework/I watch T.V-/I have dinner/I go home-/ go to bed.
* **Healthy and unhealthy physical routines:** to get up early every day-/to take a bath every day /*to eat junk food* /to play a sport on Saturdays /*to sleep late/* to brush teeth thrice a day/*to stare at screen/* to visit the dentist twice a year/drink 8 glasses of water /eat fruits and veggies daily.
* **Other actions:** dance/clap/jump/play a soccer/wiggle/crouch/eat/sit down/sing/run.
* **Some places:** park/home/school/restaurant/cafeteria
* **Parts of the body:** face/mouth/nose/hands/hair/teeth
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| **Principles / approach** | Task-based learning |

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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to talk about their healthy physical routines in the indigenous urban and rural areas. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …* recognize a vocabulary related to some daily routines.
* discriminate some physical routines that can be healthy or unhealthy to the urban and rural students.
* Build short and simple texts related to healthy physical routines orally and written.
* ask for and give information about their healthy physical routine to their classmates by using Yes/No questions in the simple present tense.
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| **Materials needed** |
| * Two big six sided-die with 12 drawings on them such as: **dance-clap-jump-play a soccer-wiggle-crouch-eat-sit down-sing-comb hair-brush teeth-run.**
* A video named: Tommy’s daily routine- Routines- Learn English for kids-Educational videos-kids. <https://youtu.be/zzdz7mDW0eI>
* A projector
* 10 Tommy’s daily routine banners learnt from the video: **I wake up -I get up-I take a shower- I comb my hair-I have breakfast- I brush my teeth- I have lunch-I go to the park-I have dinner-I go to bed**
* 4 cards of pictures to check some concept questions about Tommy’s daily routine sequence: **a sun -a plate of soup- a moon-a boy sleeping**
* **10 gold stars** as a reward system.
* **30 stickers as a reward system to written activities: “Your number one”- “Well done” “You could try it again”**
* A Raft Poster.
* 10 healthy and unhealthy physical routine’s flashcards such as: **to** **get up early every day - to take a bath every day -** *to eat junk food* **- to wash hands every moment -** *to sleep late* **- to brush teeth thrice a day -** *to stare at screen* **- to visit the dentist once a year -drink 8 glasses of water -eat fruits and veggies daily.**
* **10 healthy physical routine cards to play hopscotch:** I **get up early every day – I take a bath every morning - I eat fruits and veggies daily- I play a sport on Saturdays- I sleep 7 hours every night – I brush my teeth thrice a year– I comb my hair daily – I visit the dentist once a year-I drink 8 glasses of water daily -I wash my hands every moment.**
* Long sheet of papers-color pencils- red and green makers
* 15 happy and angry emojis
* 30 green weights, 10 yellow weights and 10 red weights made of cardboard.
* **A large-side paper bag**
* **15 prompt papers**
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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**Ice-breaker | * T asks SS to play the game: “Throw the Dice” which consists of using two big sided-dice which has 12 drawings on each one their sides, such as: **to dance-to clap-to jump-to play soccer-to wiggle-to crouch-to eat-to sit down-to sing-to comb hair-to brush teeth-to run.**
* **Before beginning,** T models actions’ drawings on each side of the dice. Teacher asks students to repeat the instructions in order to check for understanding.
* T asks SS to make a circle in order to throw the dice to another classmate who should mime one of the actions shown on the dice’ sides.
* T sets the time and the rules of the game, such as: each die should be thrown a different student and it can’t fall to the floor. If it happens, the student should mime the same action twice.
* SS start playing with a die and then with the second one.

At the end of the game, T asks SS to whisper a positive stroke to a partner, such as: “good job” or “You were great”. It will settle down the students too. | 20 minutesT-SSSS-SSWhole group5 minutesT-SSWhole group |
| *Assessment:* After playing this game, the teacher asks some questions to the whole group about the actions they mimed, like: **What actions do you generally prefer doing? When do you prefer doing these actions, in the morning, in the afternoon or in the evening?** T requests SS to answer the questions by miming or making some pictures on the board. |
| Focus on vocabulary. | * T asks SS to watch “Tommy’s daily routine” video in order to identify what Tommy does in a day. <https://youtu.be/zzdz7mDW0eI>
* T presents SS instructions to make 10 groups in order to participate in a **SCAVENGER HUNT** in which each group should look for one of Tommy’s daily routine banner per group in different places of the classroom. Each group must take one of the actions of his daily routine. (**to wake up - to get up-to take a shower- to comb hair-to have breakfast- to brush teeth- to have lunch-to go to the park-to have dinner-to go to bed)**
* T should hide Tommy’s daily routine’s banners around the classroom previously.
* The teacher gives each group a clue in order to find the banner that pertains to them. These clues will vary from class to class. The teacher must create the clues designed to find the clue within his or her classroom. An example of a clue is: The place where the teacher puts her books. (answer: bookshelf).
* T sets the time with a countdown phone clock to control student group’s participation during the game.
* After each one of the groups of students find its banner, T asks them to paste the banners on the board taking into account Tommy’s daily routine sequence. They should add the routine that they found in the correct order of when he realizes the action.
* In order to help student groups to succeed this activity, T writes on the board some guiding questions and models them using some 4 cards with some drawings which are related to each one of these questions, such as**: a sun -a plate of soup- a moon-a boy sleeping.**
* What does Tommy do **in the morning?**
* What does Tommy do **in the afternoon?**
* What does Tommy do **in the evening?**
* What does Tommy do **at night?**
* After each student groups paste Tommy’s daily routine’s banners, T encourages them to read aloud and mime them to check for understanding.
* In order to review the correct sequence or order of each one of Tommy’s daily routine’s banners, T asks student groups to tick them by using some YES or NO checking concept questions-CCQs-, such as:
* Does Tommy **wake up** in the afternoon?
* Does Tommy **wake up** in the morning?
* Does Tommy **get up** in the morning?
* Does Tommy **take a shower** in the morning?
* Does Tommy **comb his hair** in the morning?
* Does Tommy **have breakfast** in the evening?
* Does Tommy **have breakfast** in the morning?
* Does Tommy **brush his teeth** in the morning?
* Does Tommy **have lunch** at night?
* Does Tommy **have lunch** in the afternoon?
* Does Tommy **go to the park** in the morning?
* Does Tommy **go to the park** in the afternoon?
* Does Tommy **have dinner** in the evening?
* Does Tommy **have dinner** in the morning?
* Does Tommy **go to the bed** at night?
* T rewards with a gold star to each one of the student groups that pasted the banners in the correct order.
 | 5 minutesT-SSWhole group10 minutesT-SSGroup work10 minutesT-SSGroup work5 minutesT-SSGroup work10 minutesT-SSGroup work20 minutesT-SSGroup work |
| Introducing language | * T motivates SS to look at each one of the questions they pasted previously and asks them some guiding questions, such as: **What do these questions have in common?** or **What words repeat on each one of the questions previously studied?**
* Based on the answers given by the students, T asks them to identify the correct order that the words **DOES**, **TOMMY,** and the **DAILY ROUTINES**, such as **wake up**, **get up**…etc, and the **EXPRESSIONS OF TIME**, such as: **morning, afternoon, evening** and **night, etc,** have in simple questions. They should answer them with the words **YES** or **NO**.
* In order to encourage SS to express the correct sequence or order in simple questions, T gives 7 students 7 balloons that contain some words, expressions and a question mark that are related to a Tommy’s daily routine, such as: -**evening-Tommy-Does-in-?-watch TV -the**  and asks them to organize these words taking into account the CCQ’s banners previously known.

* T asks the rest of students to check the correct order of the words they organized and also requests them to answer the question with Yes or No according to what they watched in Tommy’s daily routine’s video
* T encourages SS to make 4-student groups and gives them a worksheet about how to build YES/NO questions with the simple present tense- **See appendix 1**
* T sets the time and checks students’ performs during the written activity.
* **Wrap up activity**
* T presents SS a poster on the board with some prompts in order to emphasize key information about the grammar activity worked and check their achievements and their difficulties. SS should complete or tick them taking into account a list of possible options given.
* Before SS complete the prompts, T reads aloud and acts them as well as the possible options given, and then, T also asks SS to mime them in order to check for understanding.

**Grammar Prompts:****1-During this activity We really learned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**-how to ask for and answer about past actions.-how to ask for and answer about my habits or daily routines-how to ask for and answer about future plans**2-Some grammar points we learned about making short question were** -to use the auxiliary: Do-Does -to use the appropriate expression of time according to each physical routine. OTHER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**3-We had some difficulties about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** -how to organize the main words or expressions in a simple Yes/No question -how to read some simple Yes/ No questions with the appropriate intonation.-how to express positive or negative answers-how to understand simple Yes/ No questions when somebody asks for or answer them.OTHER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 minutesT-SSSS-SSWhole group10 minutesT-SSSS-SSWhole group10 minutesT-SSSS-SSA group of SS5 minutesT-SSWhole group5 minutesT-SSGroup work20 minutesT-SSSS-SSGroup work15 minutesT-SSGroup work10 minutesT-SSSS-SSGroup work |
| * *Assessment:* T asks student groups to exchange the worksheets solved with a different group and discuss about the results or answers given by each one of them. Then, T also does the feedback and the SS take into account it to review and correct the activity together.
* T gives SS some stickers as reward, such as: **“Your number one”** if the students did the grammar activities by 100%. **“Well done”** if the students did the grammar activities by 60 %. **“You could try it again”** if the students did the grammar activities by 40%.
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| Pre-Task | * T gives each 4-student group a set of 10 healthy and unhealthy physical routine flashcards, such as: **to** **get up early -to take a bath everyday -to** *eat junk food* **-to play a sport -to** *sleep late* **-to brush teeth -***to stare at screen* **-to visit the dentist -to drink water -to eat fruits and veggies** anddraws a grid on the board with 2 columns in which writes the expressions **HEALTHY PHYSICAL ROUTINES** and **UNHEALTHY PHYSICAL ROUTINES** usingagreen and a red makers for each one of them. T also sticks a thumb up and a thumb down in each one of columns respectively.

* T, first, acts SS the 10 healthy and unhealthy physical routine flashcards one by one and then, then, T asks SS to mime them to check for understanding.
* T models student groups how they can elaborate simple sentences taking into account the 10 physical routine flashcards given and the expressions **HEALTHY** and **UNHEALTHY,** and asks them some YES/NO checking concept questions-CCQs- by using the physical routines **TO GET UP EARLY** and **TO EAT JUNK FOOD** firstly:

-Do you consider **to get up early is** a **healthy** or **unhealthy** physical routine? Or Is **to get up early a** **good** or a **bad** practice? -Do you consider **to eat junk food** is a **healthy** or **unhealthy** physical routine? Or Is **to eat junk food** a **good** or a **bad** practice?* After student groups answer these yes/no concept questions, T encourages them to read aloud and mime them, like: **To get up early is** a **healthy** physical routine. **To eat junk food** is an **unhealthy** physical routine to check for understanding
* Then, T asks student groups to discuss about what other physical routine flashcards can be healthy or unhealthy to them taking into account the activity done before and requests SS to write them in their notebooks too.
* T encourages student groups to express what physical routine flashcards are healthy or unhealthy orally before pasting them into the grid drawn on the board.

* In order to check if the student groups discriminated or classified the physical routine flashcards into the grid correctly, T, first, reads aloud and mimes SS the healthy routines and then, the unhealthy physical routines. T also asks them to tick or cross if they are or not in the correct column.
* **Wrap up activity**: T gives SS some paper slips. Teacher asks them some questions like:

 **1. Do I know healthy and unhealthy routines? 2. Can I write about what a healthy and unhealthy routine is? Do I know other healthy or unhealthy physical routines people do?** and asks them to draw a red circle if they didn’t understand the question. Similarly, they should draw a yellow circle If they partly understood and a green one if they completely understood the questions. T also asks SS, who coloured the green circles, to aid some of the students who did not understand the questions. | 10 minutesT-SSGroup work10 minutesT-SSWhole group15 minutesT-SSGroup work10 minutesT-SSWhole group15 minutesT-SSSS-SSGroup work10 minutesT-SSSS-SSGroup work10 minutesT-SSGroup work15 minutesT-SSSS-SSWhole group5 minutesT-SSSS-SSWhole group |
| * *Assessment:* T also encourages two students to act a healthy routine or an unhealthy physical routine studied in front of the classroom without speaking any word to the rest of the SS who should guess them as quick as they can.
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| Task Cycle | * T presents a RAFT activity and asks the students to complete their own RAFT. <https://www.readingrockets.org/strategies/raft> such as:

What physical routine do rural and urban students do to keep healthy? **“Imagine you are a doctor. Make a list of 10 physical routines to keep \*rural and urban students healthy”*** T presents SS instructions to work in groups of 4 in order to elaborate some physical routines that can be healthy or unhealthy to the urban and rural students.
* T sets the time with a countdown phone clock to control students’ participation during the RAFT activity.
 | 20 minutesT-SSSS-SSGroup work |
| Post-Task | * T asks SS to play the game “Hopscotch” <https://www.kidspot.com.au/things-to-do/activity-articles/hopscotch/news-story/4272569c82c29d6bd2a66080f43ec352> in the classroom by asking and giving answers about some healthy physical routines studied previously.
* T shows SS the game’s instructions using a projector in order to read and mime them to check for comprehension.
* T makes a hopscotch in the classroom, previously, using a masking tape on the floor with 10 single and double squares in where pastes 10 healthy physical routine cards, such as:
* square **1: I get up early every day**
* square **2: I sleep 7 hours every night**
* square **3: I play a sport on Saturdays**
* square **4: I eat fruits and veggies daily**
* square **5: I wash my hands every moment**
* square **6: I brush my teeth thrice a day**
* square **7:** **I take a bath every morning**
* square **8: I visit the dentist once a year**
* square **9: I drink 8 glasses of water daily**
* square **10: I comb my hair daily**
* In order to check for understanding, T reads aloud and acts the 10 healthy physical routines cards by emphasizing some expressions of time and quantity, such as: **every day-every night- every morning- every week-every moment-on Saturdays-once a year-thrice a day-daily -early- 7 hours- 8 glasses of water**

•T gives SS some instructions to make a circle and chooses 10 classmates from the urban and rural area to play hopscotch.•T states the time with a countdown phone clock to control students’ participation during the game.•T asks 10 SS to make two lines A and B with 5 students in each one of these lines. •T models SS the steps to play the game hopscotch asking a student from line A to throw a lollipop in the first square, hop over it and read the first physical routine that is in the square 1, such as: I get up early. Then, T asks student from B line to formulate the guiding question such a: What do you do to keep healthy? And T encourages student A to answer it taking into account the physical routine card that is in the first square, such as: I get up early. •T presents SS some rules about this game in a projector and explains to them, such as: the game goes on when student A gives up the turn other classmate from line B and who restarts the game hopping from the second square of the hopscotch, and so on until the rest of students from both lines A and B participate one by one asking questions and giving answers about these healthy physical routines. The rest of SS will stay next to their specific line in order to check the questions and the answers given by each one of participants during the game and will keep their line motivated with applause and positive strokes. •T encourages SS from line A and B to start playing the game taking into account the instructions and rules given. | 5 minutesT-SS10 minutesT-SSWhole group10 minutesT-SSWhole group5 minutesT-SSWhole group5 minutesT-SSWhole group5 minutesT-SSWhole group25 minutesT-SSWhole group5 minutesT-SSWhole group |
| * *Assessment:* After finishing the game, T encourages SS to sit down on the floor making a circle and asks them to whisper their classmates one of the healthy routines from the game hopscotch.
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| Wrap-upFeedback | * T gives SS instructions to work in group of 3 in order to draw on a sheet of papers 2 healthy physical routines they would like to do from now on and 2 unhealthy physical routines they wouldn’t like to do anymore.
* T asks student groups to paste their drawings on the classroom’s walls in order to share with other rural and urban classmates their feelings about some healthy and unhealthy physical routines they usually do.
* T encourages student groups to stick some happy and angry emojis on each drawing that shows healthy and unhealthy physical routine they like doing or they don’t like doing anymore.
 | 5 minutesT-SSGroup work15 minutesT-SSGroup work5 minutesT-SSWhole group10 minutesT-SSWhole group10 minutesT-SSWhole group20 minutesT-SSWhole group15 minutesT-SSWhole group5 minutesT-SSindividually |
| * *Assessment:* T requests SS to play the game **\*\***“PAPERSTORM” that consists of putting 10 crumpled paper balls in a large paper bag that contain some prompts which should be thrown to different classmates, such as:
* **Say or mime two favourite daily routines you learned today.**
* **Say, draw or dramatize an activity you really enjoyed doing.**
* **Name or mime your best classmate’s one healthy physical routine**
* **Draw or mime one unhealthy physical routine you generally do at home.**
* **Write and read 5 new words you learned today**
* **Name 2 things that surprised you about the topic studied: healthy and unhealthy physical routines**
* **Ask for a classmate a Yes/No question to know if he/she does a routine to keep healthy.**
* **Act the funniest situation you liked in class**
* **Name or mime two things you never forget about this topic**
* **Draw or act your experience of working in group with your classmates and choose a word to describe it, such as:** *comfortable-uncomfortable-confused-bored-grateful-angry-bullied.*
* T shows SS the game’s instructions using a projector and starts reading aloud and acting them in order to check for understanding.
* Then, T gives SS instructions to make a circle and sets the time with a countdown phone clock to control students’ participation during this assessment activity.
* First, T takes a crumpled paper ball out the bag, then, models the activity throwing a paper ball in the air and asks the students to pick it up as quick as they can. When a student picks it up, he/she should unroll it, reads aloud or mimes it, and then, performs the prompt given. If the student struggles with reading or understanding the prompt chosen, T could help him/her to do it through miming or drawing.
* Then, T encourages SS to start playing the game taking into account the instructions and rules given previously.
* After finishing the activity, T shows SS some small **GREEN WEIGHTS** some small **YELLOW WEIGHTS** and some small **RED WEIGHTS** and asks them to choose the green ones if they liked or if they understood the lesson, the yellow ones if they would like to improve some issues and the red ones if they didn’t like it or if they have or had some difficulties about this lesson.
* At the end, T clears up the doubts students still have and takes note about what they need to improve.
* T requests SS to make a list of other different 5 healthy physical routines people from their rural and urban community do.
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*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** |
| * T asks SS to make some stands or showrooms about some healthy physical routines in the rural and urban area from their community.
* **\***T could use other physical routines according to students’ context. For example, my indigenous students from the rural area consider some specific actions as healthy physical routines, such as: to take a shower in a lake every morning, to get up early to milk cows or to grow plants/ to ride horses and donkeys/to weave some crafts in the afternoon, etc.
* **\*\***This activity “PAPERSTORM” was retrieved and adapted from: <https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley>.
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*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** |
| **Healthy****physical routines** | Listening-speaking-reading-writing | -**Do** you get up early/ visit the dentist **every month/once a year**…? -**Does** he eat junk/healthy food **daily**?**Yes**, I do/No, I don’t**Yes**, he does/No, he doesn’t | Daily routinesHealthy Physical routinesDays of the weekParts of the body | 6th |



