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 useful because it has been designed as a guide that shows step-by-step significant activities that allow students to acquire easy, fun, interesting, motivating and contextualized learnings. It has been prepared in accordance with the guidelines of the Suggested Curriculum Structure and Basic Learning Rights. The purpose is that Colombian teachers can find a model that allows them to improve the preparation and presentation of their classes. |

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| Grade | Length of lesson | Number of students | | Average age | |
| 6th | 85 minutes | 33-37 | | 11-13 | |
| **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** | Family Life | | |
| **Module / Unit** | Module 1 Democracy and pace. Unit 2 My people | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing things | Specific Information | Family members |
| **Principles / approach** | Task Based Learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to share information about family vocabulary at answering questions and sharing ideas |
| **Subsidiary aims** | By the end of this lesson, students will be able to   * Identify expressions related to their family and other people´s families. * Write simple sentences about their family member´s feelings. |

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| **Materials needed** |
| Television Posters Markers  Computer Student book “Way to go”  Video beam Workbook “Way to go”  Video camera or cell phone  video “Finger Family Song–Daddy Finger with Math” <https://www.youtube.com/watch?v=XUbS1X5LERQ>. |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up** | T asks SS to watch the video “Finger Family Song–Daddy Finger with Math”. Link: <https://www.youtube.com/watch?v=XUbS1X5LERQ>.  SS stand up and make movements according to the song.  Then T delivers a photocopy with the lyrics of the song for the SS sing and dance it at the same time.  **LYRICS:**  Daddy finger, Daddy finger where are you.  Here I am, here I am. How do you do?  I'm playing the guitar  Mommy finger, Mommy finger, where are you?  Here I am, here I am. How do you do?  I'm playing the piano  Brother finger, Brother finger, where are you?  Here I am, here I am. How do you do?  I'm playing the electric guitar.  Sister finger, Sister finger, where are you?  Here I am, here I am. How do you do?  I'm playing the recorder  Baby finger, Baby finger, where are you?  Here I am, here I am. How do you do?  I'm playing the drums  \*this fun version is taken since I work at an Art school where SS love playing musical instruments and dance. | 10 minutes  T-SS  Group work |
| *Assessment:*  Self-evaluation. T invites Ss to participate in the song and observes who doesn´t and motivates him. When the activity finishes, T asks students to reflect on their performance; what they learned and how they felt. |
| **Introduction**  Pre-listening | T says the title of the lesson “Family Life” and discuss what it means with the class.  T asks SS how many people there are in their family. Who has the biggest family in the class?  SS watch the video: “Family Members Song for kids”  Link: <https://www.youtube.com/watch?v=NVEzzzia8Yo>  **Lyrics:**  This is my great family.  Mother, father, me. (Bis)  This is my sister.  This is my brother.  Grandmother, grandfather, aunt, uncle, cousin.  This is my great family.  Mother, father, me.  In this song, SS will find the following family vocabulary words: mother, father, sister, brother, grandmother, grandfather, aunt, uncle, cousin, me.  SS interpret the song repeatedly and think of actions they can do to represent each family member (example: mother could be an action or rocking a baby. Grandfather could be an action of walking with a cane). When the students sing the song, they act out each action. This will be a lot fun at the end of the song when it goes very fast.  T pauses the video in the middle and point to a family member and SS shout out who the family member is.  T pauses the video again in the middle and makes a student go to the front of the class; T says a family member and makes the student point to the correct family member while repeating the pronunciation.  \*This song is a good introduction to topic family members´ name. It starts out slow and goes faster and faster. It gives many opportunities for SS pronounce, learn and review. | 15 minutes  T-SS  Group work |
| *Assessment:*  Self-evaluation. Ss listen to the song and repeat the name of family members, several times when the song asks them to do so. Each time they do it; each one should self-correct and improve the pronunciation of the words presented in the video. |
| **Practice**  While listening, | SS organized in pairs open their Students books: Way to go 6th grade on pages 30 – 31 - 32 and develop the following 4 activities:   1. SS look at the first picture on page 30, T asks them how many people there are in Andrea´s family? Do you know families big or small? Is your family similar to Andrea´s? 2. SS listen to Audio track 20 of the book Way to go 6th grade: “Andrea describing her family Album”. Then, they complete the names in the previous picture.     **2**. SS look at the picture about the names of Andrea´s Family, T explains them that we use an apostrophe (´) next to the person´s name and the relation in the family to show the possessive. SS talk about their families and with the help of the teacher, they make some examples: Clara is Felipe´s mother / John is Kelly´s cousin….  SS complete with some of the words in the Word Bank. Then practice with their partner.  **3.** SS Look at the picture and listen to Audio track 21 of the book Way to go 6th grade: Maya´s from Silvia, a little town in the Department of Cauca.    T plays the track once. SS listen and read. Then play the track again for SS to notice pronunciation patterns.  T asks questions about the place in the picture: Where is this department in Colombia? Do you know it? SS located this department on a map.  T explains to students that we can express possessive with **possessive adjectives.** T writes them on the board and makes some examples.  **My- your- his- her- its- our – their**  **Her** mother is Laura  **Your** father is Alejandro…  In pairs, SS describe Mary’s family. They can use the following model. T highlight the use of possessive adjectives and the ´s  4. SS look at Orlando´s brother´s selfies and match each photo with a feeling from the Word Bank.  \*During all these activities, T makes sure that the students adequately perform each, permanently orienting them, using the video beam to project the activities on the board, and passing some students to correct possible mistakes. | 25 minutes  T-SS  SS-SS  Pair work  Individual  Ind |
| *Assessment:*  Co-evaluation: Some Ss go to the front of the board and correct the group in general the possible mistakes made by their classmates during this activity. |
| **Production:**  Freer practice  Post-listening | **1**. Each student takes a photo of a family member. Then in the next class, they organize in groups of four students, choose the best photos and make a collage or a poster. They follow the model using different feelings in each photo: sad, bored, tired, hungry, excited etc. SS can use other family members name according their own family: daughter, son, niece, nephew, step father/mother, god father/mother, step father/mother, brother/sister in law etc.  T goes around the classroom guiding students.  Finally, groups show and describe the poster to their other classmates.    **2.** Individually each student records a short video of himself or herself talking about his/her family members. SS can use different family members name according their own family: husband, wife, daughter, son, niece, nephew, step father/mother, god father/mother, step brother/daughter, brother/sister in law, etc.  Student shows each one personally and describe it. Student says who is he or she, his/her name and feelings.  SS send their videos to the email given by the teacher. After, in class, Ss watch classmates´ videos students present them to their classmates. SS correct possible mistakes to their classmates.  \*If Ss don’t have the chance to record a video, they can speak about it. In a descriptive way | 25 minutes  SS-SS  Group work  Ind |
| *Assessment:*  Peer review: Ss and T during class, watch the videos prepared by each one. The teacher makes the necessary feedback, emphasizing pronunciation and vocabulary management. The group in general is involved in this process by making suggestions about the progress and difficulties observed in their peers. |
| **Wrap-up** | 1. SS in pairs open their workbook Way to go 6th grade on page 11 and carry out activities 1, 2 and 3.  **Activity one:** SS complete the sentences with the words in the Word Bank. They use the apostrophe (´) next to the person´s name and the relation in the Simpson family.  **Activity two:** SS look at Jorge´s family and answer the question using negative and affirmative sentences with verb to be.  **Activity tree**: SS read the text and complete the family tree with the correct names, and draw the family photos. | 10 minutes  pair work  Individual work |
| *Assessment:* T can implement the exercises form the book or they also could ask Ss about each activity. |

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| **Implementation alternatives** |
| If the school doesn´t have technological resources such as computers, video beam or tablets, you can carry out this recreational activities:  **Warm up:**  **Play a song, pass the ball.**  Choose a song (the latest pop hit that your students would be familiar with), toss a ball to a student and then urge them to pass it to another student.  Students will quickly understand that the point is to get rid of the ball as fast as possible. Then, at the right moment, you stop the music. The student holding the ball should answer a question about his/her family members: How many people there are in your family? What is your father/ mother/sister´s name? Who is the person you prefer in your family? etc. Repeat the process for a few minutes or longer if the class is particularly enthralled  **Introduction:**  **Climbing the Family Tree.**  You can start introduction vocabulary using a large family tree, illustrating mother, father, sisters, brothers, grandparents, children, grandchildren, aunts, uncles and cousins. Each branch should have a picture and the title of the person clearly written. You will need to go over the family tree slowly and clearly, reviewing as you go along to make sure the students are picking up the pronunciation and meaning of the words.  Your students will want to know the vocabulary to talk about their extended family as well. Titles such as stepmother and father-in-law... Present this vocabulary in other family tree again. You can show them the relationships on the tree and label them as such. Afterwards, take off the titles and have students try to put them in the right spots.  **Practice:**  **What’s in a Name?**  This activity will help your students to learn the many different titles there are in English for various family members. For example, a grandmother can be called: Grandma, Grandmother, Nana, Grammy and so on. Your lists will vary depending on where you live. Start by explaining that there are many names that various family members go by in English. In a big poster make several columns: one each for mother, father, grandmother, grandfather and any other title you are going to include. Show students the alternate titles using cards, and have them guess in which column they should go, correcting them as necessary. Then take cards down, and have students place the cards in the correct columns on their own.  Teacher can even use the family tree to teach possessive adjectives. Simply He shows a large family tree on the board and surround a person, for example, the mother, and write "Name?". This is an easy way to make the class ask questions like "What is your mother's name?" the same with other family members, but this time making them talk about age and profession.  What is your name?  How old are you?  What is your job?  **Production:**  **Build your own Family Tree.**  Ask your students to draw their own family tree in a poster, they should also use the extended family name. Then they show it to their classmates by saying the name of their relatives. The student may ask a classmate "Who is this?" He / she should respond with "That is your \_\_\_".  Students can also this family tree on a sheet, and then in pairs, ask the same questions before to his/her partner. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Family life | Listening  Speaking | Present Simple  Possessives | Family members | 6th |