

Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS
ELT PLAN TEMPLATE

Author	
Teacher's name	Sandra Castro Soto
Email	shanita827@hotmail.com
School	I.E. León xiii sede chiloé

Lesson plan x	Activity plan	Task plan	Project plan

Author's remarks
This plan gives the students the possibility to talk about healthy daily habits that relate to the present time, and it also gives teachers a valuable opportunity to assess their Ss' knowledge about the simple present tense to talk about daily routine. Finally, Formative Assessment Techniques are suggested to raise awareness of the importance of keeping track of the students' learning process.

Grade	Length of lesson	Number of Ss	Average age
8 th grade	120 minutes	48	12- 13
Area		English level	
Rural	Urban x	A1	A2 x B1

Select the curricular axe or focus

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

Complete with information about the content and methodological approach of the plan

Topic	Daily routine		
Module / Unit	Health		
Language focus	Functional language	Language skills	Vocabulary
	Describing healthy habits.	Listening Writing Speaking	Daily routine: get up, brush teeth, do exercise, eat healthy, play a musical instrument, read, jog, sleep.
Principles / approach	Communicative approach		



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In “Aim”, describe the most important thing 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-centered, specific, measurable, achievable, realistic, and action oriented.

Learning objectives	
Aim	By the end of this lesson, students will be able to describe healthy habits.
Subsidiary aims	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> ● Use vocabulary about daily routine. ● Practice pronunciation of daily routine verbs. ● Use simple present correctly.

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

Materials needed
Flashcards of actions: They can be downloaded at: <ul style="list-style-type: none"> ● https://www.eslflashcards.com/set/daily-activities-flashcards-set-a/ ● https://www.slideshare.net/nathalicuenca/daily-routines-medium-esl-flashcards-for-kids-2 ● https://busyteacher.org/7772-daily-routines-flashcards.html Poster Images Markers.

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

Stage	Procedure	Time and interaction
Warm up	T shows Ss images about daily routine verbs. Ss say the name of the actions shown in the images. T shows the images again and practices pronunciation and asks Ss to say the words and mime at the same time. T keeps (hides) the images and asks Ss to write as many actions as they remember. T checks answers by showing images and asking Ss self-assess their accuracy in remembering the actions.	7 minutes T-Ss



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	<p>The images can be downloaded at: https://www.eslflashcards.com/set/daily-activities-flashcards-set-a/ https://www.slideshare.net/nathalicuenca/daily-routines-medium-esl-flashcards-for-kids-2 https://busyteacher.org/7772-daily-routines-flashcards.html</p>	
	<p><i>Assessment: Self-Marking</i> T asks Ss to assess the list of actions they wrote:</p> <ul style="list-style-type: none"> • SS make a tick in front of each action they guessed correctly. • Ss with a high number of actions get a price. 	<p>3 minutes Individual work</p>
<p>Introduce Language</p>	<p>Using the flashcards of the warm up, T talks about her daily routine (See Appendix 1) T interacts with Ss while she describes her routine.</p> <p>Text: I always get up at 4:00am. As soon as I get up, I make my bed. I take a shower and get dressed. Sometimes, I make breakfast. I usually eat coffee and toast. I never eat cereal because it is too early. I brush my teeth and get ready. I drive my car to school. I teach classes from 6:45 to 2:00pm. Sometimes I eat lunch at school. I usually eat lunch at 12:30pm. After school, I go home, check e-mails, prepare classes and check students' works. I always help my son with his homework. At seven, I have dinner with my son, watch TV and brush my teeth. I usually go to bed at 10:00pm.</p> <p>Then, T provides Ss some flashcards and asks them to classify the activities she mentioned in her routine (there are some extra activities).</p> <p>The images can be downloaded at: https://www.eslflashcards.com/set/daily-activities-flashcards-set-a/ https://www.slideshare.net/nathalicuenca/daily-routines-medium-esl-flashcards-for-kids-2 https://busyteacher.org/7772-daily-routines-flashcards.html</p>	<p>15 minutes T-Ss Ss-Ss</p> <p>15 minutes Individual work.</p>



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Controlled practice	<p>Chinese Whisper</p> <p>T asks Ss to make three groups.</p> <p>T tells Ss she will say some statements (See Appendix 1) to the last person in each group.</p> <p>Ss should pass the message by whispering it.</p> <p>The first person in each group has a piece of paper and a marker. The S listens to the message, writes it and when finished, the S shouts “Done!” and reads the message.</p> <p>If the message is correct, the group get a point.</p> <p>If the message is wrong, another group has the chance to say it and get the point.</p> <p>Statements:</p> <ol style="list-style-type: none"> 1. I wash my teeth three times a day. 2. I never go to bed at midnight. 3. I usually have lunch at noon with my mother. 4. I always get up before 5:00am. 5. I sometimes listen to music in the afternoon. 	15 minutes Group work
Production	<p>T asks Ss to get in pairs.</p> <p>T asks Ss to design a daily routine by using images (a frieze).</p> <p>T asks Ss to follow these steps:</p> <ol style="list-style-type: none"> 1. Decide seven activities for the daily routine. 2. Make creative and appealing images of every activity. 3. Write the activities under each image. 4. Prepare the presentation. <p>Speed Date:</p> <p>T asks Ss to make a concentric circle. Ss that belong to the same pair, should be together.</p> <p>T give numbers to pairs (1-2).</p> <p>Pairs whose number is 1 get in the inner circle and pairs whose number is 2, stand up in the outer circle.</p> <p>T tells Ss they will have three minutes to share their product to the other pair.</p> <p>Ss mention the activities they included in the frieze.</p> <p>When T says “Move”, pairs Number 2 move clockwise. This activity is done four times.</p> <p>Finally, T asks Ss to list the most common activities that were included.</p>	30 minutes T-Ss Ss-Ss 20 minutes Ss-Ss 5 minutes T-Ss



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	<p>T asks some volunteers to read the list.</p> <p>Self-Assessment (Exit ticket) T gives Ss an exit Ticket. This Exit Ticket can be downloaded at: https://www.biologycorner.com/2018/07/23/twitter-exit-ticket/</p> <p>T asks Ss to complete the prompts in the Exit Ticket before leaving the classroom. Prompts of the Exit Ticket: Today I learnt... I didn't know... I don't quite understand... I still have a question about...</p>	<p>10 minutes Individual work</p>
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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.

Inspiring tips for other teachers who want to implement this plan
<p>If teachers can't download the images on internet, they can act out the actions in the Warm up stage and asks students to remember them.</p> <p>It would be great if teachers interact very much with students when they are telling the routine because that could help students remember the vocabulary easily in the following stages.</p> <p>It is a great idea to promote group work to create a product because students have to take turns, respect and help each other.</p> <p>If students don't remember vocabulary about daily routine, teachers can paste flashcards around the classroom.</p>

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

Key words				
topic	skill	linguistic	vocabulary	grade
Healthy Habits	Listening Writing Speaking	Simple Present (Affirmative statements).	Daily routine	Eighth grade



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		Adverbs of Frequency		
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Appendix 1:

Text:

I always get up at 4:00am. As soon as I get up, I make my bed. I take a shower and get dressed. Sometimes, I make breakfast. I usually eat coffee and toast. I never eat cereal because it is too early. I brush my teeth and get ready. I drive my car to school. I teach classes from 6:45 to 2:00pm. Sometimes I eat lunch at school. I usually eat lunch at 12:30pm. After school, I go home, check e-mails, prepare classes and check students' works. I always help my son with his homework. At seven, I have dinner with my son

Appendix 2:

Chinese Whisper statements

1. I wash my teeth three times a day.
2. I never go to bed at midnight.
3. I usually have lunch at noon with my mother.
4. I always get up before 5:00am.
5. I sometimes listen to music in the afternoon.