

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

INSPIRING TEACHERS

ELT PLAN TEMPLATE

Complete with the information about you

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INSPIRING TEACHERS ELT PLAN TEMPLATE

Lesson plan	Activity plan	Task plan	Project plan
			X

Author's remarks
This project plan is very useful if you as a teacher wants to improve Students' awareness about the changes in a place and how it suffered its transformation. It is very complete and will allow you to assess your learners through different stages.

Author	
Teacher's name	School name
Grace Villalobos	Policarpa School

Grade	Length of lesson	Number of students	Average age
9 th grade	7 classes (55 mins each)	25	14 years old
Area		English level	
Rural	Urban X	A1	A2 X B1

Topic	Changes in a place (simple past)
Module / Unit	Module 4: protect the Earth, Unit 3: Changes to make, lesson 8

Language focus	Functional language	Language skills	Vocabulary
	Expressing changes in a place	Integration of four skills	Pencil, Clothes, Think ,Here
Principles / approach	Topic based Approach, noticing approach		

Learning objectives	
Aim	By the end of this lesson, students will be able to talk about how a place was in the past.
Subsidiary aims	By the end of this lesson, students will be able to: <ul style="list-style-type: none"> -Identify and use the past form of the verb to be. -Develop listening, speaking, reading and writing skills. -Learn how to make a big book.

Materials needed
Worksheets, board, board markers, English please book 1, pictures, paper sheets, balls, note papers, markers.

Stage	Procedure	Time and interaction
Ice-breaker	-T. does a brief circle time to activate students' prior knowledge and practice language. T. asks about the date, the weather, the classroom rules, the values of the class, the schedule and some improvised questions to promote speaking.	10 minutes T-SS
Warm up	-T. plays with SS a game called "Grab the ball". SS work in couples, they sit in the floor face to face. Each couple receives a ball to be placed in the middle of them. SS put hands behind their backs. T. explains that she is going to say different words, but among them, there are two special words, was and were	15 minutes T-SS SS-SS



I	was not (wasn't)
you	were not (weren't)
He She It	was not (wasn't)
You We They	were not (weren't)

I	was
you	were
He She It	was
You We They	were

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<p>(T. writes them on the board), when SS listen to them, they have to grab the ball. The first person to grab the ball wins a point. If the person grabs the balls in a word that is not was or were, the point is for the adversary.</p> <p>Here are some words you can use in this game:</p>				
Pencil	Were	Well	more	were
Clothes	Cheap	Wine Win	tell	walk
With	Was Winter	Waist	when	work
Think	Minute	Who War	will	word
Here	Pair	Was	Water	were
Was	Stop	Traffic	Wash	top
Choose	Was	make	Were	want
Warm	See	man	say	wonderful
Wall	Were	many	was	wander
Weak	Teacher		woman	was

<p>Lead in</p>	<p>- T. gives each student a green and a red card using the technique “stop and go” (CATs). SS use them to show their understanding during the explanation and during the activities. T. explains the use of simple past. She /he explains that it is used to talk about actions or situations in the past. T. explains that the special words of the previous exercise are the past form of the verb to be and presents the following charts to students.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="600 367 747 451"> <p>Past simple Positive</p> </div> <div data-bbox="925 367 1071 451"> <p>Past simple Negative</p> </div> </div> <p>-T. makes a contrast between simple present and simple past to help students understand the difference.</p> <p>-T. gives some examples using her information. For example: I was tired yesterday. I was sick last Monday. I was not absent from class yesterday. She was my friend long time ago. He was not my boyfriend. My father was a police officer. He was not a fireman. My mother was a saleswoman. She was not a teacher. My mom and my dad were together for 35 years. My students were not worried about the final exam. They were good students.</p>	<p>20 minutes Individual work T- SS</p>
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	- T. asks SS to say more examples. She /he writes them on the board to promote understanding and to correct them if necessary.	
Language discovery	<p>-The class is split into groups of four people. T. gives each group an envelope with some words (see Appendix 1). SS rearrange the words to create correct sentences and complete them with the correct form of the verb to be in past tense. SS write their answers in their notebooks. T. goes around helping SS and following their performance. T. corrects the exercise with the help of some volunteers.</p> <p>- SS work on their books English please 1 on page 152 and 153 on 5 reading and writing exercises. T. Follows the recommendation given in the teacher's book. The exercise is corrected by playing "change". In advance, T. pastes under students' desks the numbers of the exercises (1 to 5). T. asks students to change seats quickly, then asks again and again (as many times as she/he considers). SS should sit in different places; then, when T. says, students look under their seats for the papers. SS with the papers come to the front and share their answers.</p> <p>(Exit ticket- self assessment): T. delivers post-it notes paper sheets. T. asks students to answer these three questions. When they finish SS post their notes on the board. Later, T. reads them to check if SS can reflect on their learning process and if they understand the topic.</p> <ol style="list-style-type: none"> 1. When do we use simple past tense? 2. What is the past form of am, is and are? 3. Write 2 sentences using was and 2 sentences using were in affirmative and negative form. 	<p>30 minutes Group work SS- SS T - SS</p> <p>25 minutes Individual work T- SS</p> <p>5 minutes Individual work</p>
Language practice	<p>-SS work on a listening exercise on page 154. They listen to some information about an environmentalist and choose the correct answer. They answer some questions and complete a written exercise about the topic. This exercise helps the teacher to check students' understanding.</p> <p>- SS work on exercises 11, 12 and 13 on page 155. SS work on two listening exercises to review dates. Then, SS work in a speaking exercise. (follow the recommendations given in the teacher's book for these exercises).</p> <p>-SS play "very fast". Students work with couples; each couple has a paper sheet and a marker. T. says a word and students write a sentence in past tense including the word given. The first to show the paper with the correct answer is the winner.</p>	<p>30 minutes individual work T-SS</p> <p>30 minutes individual work T-SS Pair work SS-SS</p> <p>15 minutes Pair work SS- SS T – SS</p>



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	<p>- Homework: T. delivers a language learning menu (see appendix 2) for students to choose one of the options. For next class T. asks SS to bring cupboard, markers, color pencils and material to create and decorate a big book. Additionally, and more important, SS bring pictures and information according to the option they chose. They can interview relatives or parents to gather information.</p> <p>-T. uses an adaptation technique called “extension” to go beyond in the writing activity since SS can do more and it is beneficial for their learning process. SS work on the writing exercise on page 155. SS write a draft taking into account the instruction given in the menu. Students can follow the text on page 153 as an example. T. goes around the classroom monitoring SS’ work and helping them.</p> <p>-SS peer-assess each other’s writing pieces using “feedback sandwich” (peer-assessment strategy). T. explains how to use the strategy and what aspects to consider during the assessment. SS check their partner feedback and correct their drafts. T. collects the final version of the draft to assess them. She/ he gives written feedback to SS.</p> <p>- SS check teacher’s feedback and correct the text. SS create a big book with the pictures and the written text. T. explains how to make a big book step by step. SS follow instructions. They include the requirements given in the practice language menu. After that, SS prepare an oral presentation to share the big book with the whole class. T. shows SS the rubric (see Appendix 3) for them to know the aspect T. will evaluate in the presentation.</p> <p>- Students make their oral presentation of their big books.</p>	<p>40 minutes Individual work T- SS</p> <p>40 minutes Individual work Pair work SS- SS</p> <p>40 minutes Individual work T- SS</p> <p>90 minutes T-SS SS - SS</p>
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Assessment	<p>Assessment is done in formative way by taking into account students' performance in the different activities. Self-assessment is applied during the lesson to make students reflect on their learning process. In like manner, peer-assessment is applied to promote cooperation among students and understanding. Classroom assessment techniques are used during the lesson to monitor the progress of students and the level of comprehension of the topic. Also, it is done to give useful feedback on the teaching and learning process. Summative assessment is presented in the lesson because it is also important to obtain information to evaluate the result of the learning process. This is done by evaluating the big book presentation by using the rubric.</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.

Implementation alternatives
<p>The brief circle time is done with the purpose to break the ice and to practice the language. The different games in the lesson plan have the purpose to keep students active and interested in the class. They are funny, useful and effective games that lead to learning and that students enjoy. The different exercises have the purpose to develop knowledge focusing on the four skills. The activities are easy to follow, but teachers can use any adaptation technique according to students' needs and context.</p> <p>The different assessment activities are done to monitor the learning process of students and give feedback.</p> <p>To make the big book students can use their own pictures or pictures from the internet. If the concept of big book is new for students the teacher can model how to make it to foster students understanding and making them feel more comfortable with the activity.</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
Changes in a place (simple past)	Listening Speaking Reading Writing	Simple past tense Was-were Wasn't Weren't	Pencil Clothes Think Here	9 th

Dear teacher, cut the sentences. Then ask your students to rearrange the words to create the correct sentences and complete them with the correct form of the verb to be in past tense. Give an example.

tired night yesterday I

class best She the in math

work He late for

happy with We our test results

rainy It yesterday day a

He married not

singer not famous a She

hot It not yesterday

We exam for ready not the

They friends not

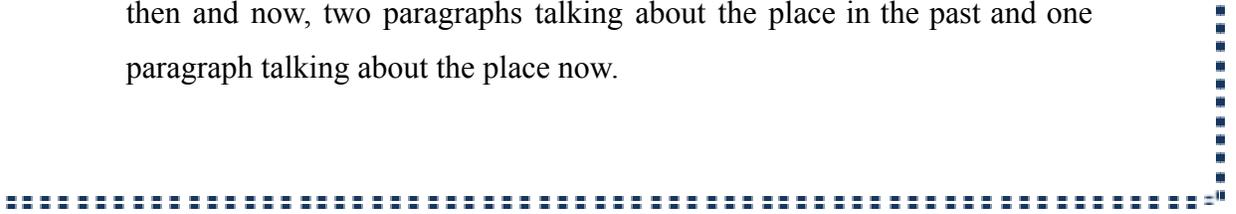
Language Practice Menu

1 Choose a place that you know well and write about how it was in the past and how it is now. Look for information about it and bring pictures of the place 15 - 20 years ago and pictures of how the place looks now. Then, write a text talking about the place and create a big book to present the information. The big book should include a title, pictures of then and now, two paragraphs talking about the place in the past and one paragraph talking about the place now.

2 Choose a place that you would like to visit and write about how it was in the past and how it is now. Look for information about it and bring pictures of the place 15 - 20 years ago and pictures of how the place looks now. Then, write a text talking about the place and create a big book to present the information. The big book should include a title, pictures of then and now, two paragraphs talking about the place in the past and one paragraph talking about the place now.

3 Choose the place where your mother or your father grew up and write about how it was in the past and how it is now. Look for information about it and bring pictures of the place 15 - 20 years ago and pictures of how the place looks now. Then, write a text talking about the place and create a big book to present the information. The big book should include a title, pictures of

then and now, two paragraphs talking about the place in the past and one paragraph talking about the place now.



BIG BOOK PRESENTATION RUBRIC

Student Name: _____ Date : _____ Menu Option: _____

	5	4	3	2	1
Required Elements	The big book includes all required elements as well as additional information.	The big book includes all required elements.	All but 1 of the required elements are included in the big book	Some required elements were missing in the big book.	Several required elements were missing in the big book.
Content	The content is accurate and all required information is presented in a logical order.	The content is accurate and most of the required information is presented in a logical order.	The content is accurate but some required information is not presented or not presented in a logical order.	The content is incomplete. The information is not presented or is not presented in a logical order, making it difficult to follow.	The content is inaccurate and the information is incomplete or not presented in a logical order, making it difficult to follow.
Presentation	The big book is clean and creative. It is exceptionally attractive in terms of design and layout. The information is well organized, interesting, accurate, and easy to follow.	The big book is mostly clean and creative. It is attractive in terms of design and layout. The information is organized, interesting, accurate, and easy to follow.	Some aspects of the big book are cleaned and creative. It needs improvement in design and layout. Some of the information is organized, interesting and accurate.	The big book is not clean or creative It needs improvement in some part of the design and layout The information is not well organized, interesting or accurate making it difficult to follow.	The big book is not clean and does not show creativity. It is distractingly messy or very poorly designed. It is not attractive. The information is not well organized, interesting or accurate. It is difficult to follow.
	The speaker speaks clear and fluent with accurate structure, accurate vocabulary and correct pronunciation all the time.	The speaker speaks clear and fluent with accurate structure, accurate vocabulary and correct pronunciation most of the time.	The speaker speaks in an acceptable way. The speaker needs improvement in fluency, structure, vocabulary and pronunciation.	The speaker presents difficulties to speak clear and fluent with accurate structure, accurate vocabulary. He /she mispronounce some words.	The speaker does not provide a clear or fluent speech. He/ she is not able to communicate with accurate structure and mispronounce many words.

Speaking					
Grammar	There are not grammar, spelling or punctuation mistakes in the text.	There are 2 grammar, spelling or punctuation mistakes in the text.	There are 3-4 grammar, spelling or punctuation mistakes in the text.	There are more than 4 Grammar, spelling or punctuation mistakes in the text.	There are many grammar, spelling and punctuation mistakes in the text.

Teacher's feedback: _____

Dear teacher,

After reading your lesson plan it is clearly evident the presence of the following aspects described below and some of the procedures that match with the criteria and strategies provided along the course

My best regards to your lesson planning that greatly contributes to the national bank

Cordially,

Congratulations

Your score on this plan is 100

Aspectos	
1. Se establecieron objetivos de aprendizaje alcanzables.	X
2. La secuencia de actividades sigue un orden lógico que contribuye al alcance de los objetivos de aprendizaje de la lección.	X

3. Los procedimientos están claramente descritos.	X
4. Se detallan los patrones de interacción para cada una de las actividades, y sus respectivos tiempos.	X
5. La planeación entregada demuestra que el docente ha tenido en cuenta el contexto rural o urbano de sus estudiantes.	X
6. La planeación evidencia el uso de los principios y enfoques metodológicos privilegiados. Ej. Aprendizaje basado en tareas, aprendizaje basado en proyectos, aprendizaje basado en problemas, "noticing approach", etc	X
7. El plan contribuye al desarrollo progresivo de las habilidades comunicativas de la lengua.	X
8. Se mencionan estrategias de evaluación a implementar durante la lección.	X