INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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| **School** | **I.E.D. La Presentación** |

*Select the type of plan*

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
| **X** |  |  |  |

*Write a few lines about the usefulness of this plan for the Colombian English teachers*

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

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| **Author’s remarks** |
| This plan allows the students develop and improve their English knowledge, and it also give you the opportunity to know the progress of your students in the English language. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **9th** | **90 minutes** | 30 | | 13-15 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

*Select the curricular axe or focus*

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

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

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| **Topic** | Daily routines | | |
| **Module / Unit** | “Around the world” (E.P.1 Module 2 Unit 1 Lesson 1) | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Asking for and giving personal information about  Daily physical routines | Reading | Routines, free-time activities |
| **Principles / approach** | Noticing approach | | |

*In “Aim”, state what the learning goal is, in other words, what 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-centred, specific, measurable, achievable, realistic, and action oriented.*

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to describe their daily routines and free-time activities. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Orally mention their basic activities carried out daily. * Identify leisurely activities related to sports and housework. |

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

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| **Materials needed** |
| * Books   <http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/ep_sbook/student_ep1.pdf>   * Video beam. * Computers. * Some pictures about daily activities. * Coloured cards. |

*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*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | T asks SS to name some things they do or don´t do most days.  T writes these activities on the board then asks a few individual students questions based on these activities.  **Questioning classroom:**  T uses the simple present. For example, Maria, do you eat breakfast every day? / Daniela, do you often watch TV? Ss answer using verbs in the simple present.  In pairs, SS ask a classmate questions about her daily routine, then they will write sentences about this student in the board. Some flashcards are used by T to highlight the most common everyday activities. | 20 minutes  T-SS |
| *Assessment: Peer-assessment.*  *SS shows the verb in the simple present and T asks if there is a mistake or not. Depending on the answer, T explains the sentences. .* |
| **Presentation:** | **Learning strategy: Read**  T asks SS to look at the five pictures and describe the people they see in. (Page 48, EP.1, SB 1)  SS match the pictures with the sentences that describe each one.  SS should complete the phrases using the vowels, these phrases are about daily activities they find in the exercise 1.  T asks SS to compare their answers with a partner. Finally, checks answers as a whole class. | 20 minutes  T – Ss. |
| **Practice:** | **Focus on vocabulary**  T asks SS to look at the pictures about José’s routines, before they match them with the times.  T organizes the class in pairs and gets SS to write activities and times in the correct order.  T plays an audio about José´s activities and SS check their answers.  T draws SS attention to the *Useful expression box.* Make sure SS can pronounce some time expressions.  T writes some examples on the board and asks SS to practice saying them in pairs.  **Self-assessment: (Self marking)**  T asks ss to think about their learning process so far and complete the chart in attachment 1: | 20 minutes  T – Ss.  SS – ss |
| **Production:** | SS write sentences in their notebooks about what time they do the activities in exercise 4. (Page 49)  SS tell their partners about their daily routine.  T writes SS sentences on the board and correct the mistakes that she finds in them. | 15 minutes  Ss – ss |
| **Wrap-up** | SS write a sentence on the board using the present simple and the daily routines, their peers raise a green card if it is correct and a red one if it is wrong.  T corrects the wrong sentence and shows the mistake. | 15 minutes  SS – ss |

*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** |
| When you have a lesson plan, you can:   * Teach step by step the lesson. * Students can develop their knowledge either individual or in groups. * Correct the mistakes helps to reinforce the students’ knowledge. * Teachers can feel relaxed because everything is organized. |

*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** |
| Daily routines | Reading | The simple present | Routines, free-time activities | 9th |

**Attachment 1**

Self-marking

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| Write about what you liked the most in this class:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Draw your most meaningful experience: |
|  |
| I think I should get a \_\_\_\_\_\_\_\_ for my work during this part of the class |