INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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*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 is useful to introduce the topic “comparative and superlative” in a dynamic way and to motivate our students to use and learn this grammar topic in an implicit way within an appropriate context as it is “Our world” |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| 9° | 3 hours | 41 | | 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** | X |
| **Sexual / Health Education** |  |
| **Construction of Citizenship / Democracy / Teenagers** |  |
| **Globalization** |  |

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

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| **Topic** | Describing people and places | | |
| **Module / Unit** | Module 4 - Protect the Earth / Unit 1 – The World we live in | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Comparing and contrasting people and places. | Speaking  Listening  Reading  Writing | Adjectives  Places around the world and people |
| **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 provide contrasting and comparing ideas regarding different places, animals, people and things. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Describe different characteristics of the planet we live in Identify some adjectives to describe people, places, animals and things. * Use comparatives and superlatives to compare two different or similar things, places, people or animals. |

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

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| **Materials needed** |
| **Flash cards with animals, places, people and things, board, markers, notebooks, pictures of places, people, animals and things, pieces of cardboard for each student, colour markers for each student...**  **Book:**  <http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/ep_sbook/student_ep1.pdf> |

*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 | 1. T brings flash cards with different pics of animals, places, people and things. T asks SS what they can observe, SS will use the vocabulary they know or even their language.  2. T will use those words to make a list of adjectives, she will translate those that SS mention in Spanish in order to help SS write this new vocabulary in L2 | 15 minutes  T-SS  Individual work |
| *Assessment: CAT “One minute paper” T will put a big piece of paper on the board and SS have to pass in front a word they have learned as fast as they can.* |
| Introducing language | 1. Now, T starts to compare the pictures and write the sentences on the board. As T explains the sentences, she highlights the use of comparatives and superlatives but does not mention anything related to it to ss.  2. Then, T will ask ss to write their own examples on their notebook and the board too, to know if they really understand. T encourages ss to analyse both pictures and get as many sentences as possible helping them with the use of the comparatives and superlatives. | 25 minutes  T-SS |
| ***Self-assessment “Learning journals”*** *SS will write on their notebooks all the things they have understood about the explanation with examples and they will ask questions if when they are writing they see that there is something that they didn’t understand.* |
| Controlled practice  “Practicing with English Please” | 1. In pairs, SS will work on the reading on page 125 of the book English Please 9°, they will do the activities and the T will be around to help them with everything.  2. Then, SS will work individually on page 126 to reinforce the topic of this lesson.  3. Now SS have to choose 2 pics and compare them using what they learn with 3 sentences, and 3 sentences for 2 people they know, 3 for 2 places and 3 for 2 animals. | 50 minutes  SS-SS  T-SS |
| ***Assessment****: Peer assessment “Feedback sandwich” In pair they will draw a sandwich and answer in it the questions: 1. What was easy for you? 2. What was difficult to do? And 3. What do you consider for the next?* |
| Production  “My own demonstration” | 1. When SS finish they have to use the material they bring from their house to make their own flash cards according to the sentences they did. And pass in front of the class and show their partners what they did at the same time they are saying the sentences they have written.  2. SS that are hearing the presentations are going to make questions about what the partner is talking about, using comparative and superlative. | 60 minutes  SS-SS  Group work |
| *Assessment: Rubric for the oral presentation*   |  |  |  | | --- | --- | --- | | **1.0 – 2.9** | **3.0 -4.0** | **4.1 – 5.0** | | They did not do the activity. They did the activity with many mistakes and they did not present their own flash cards | They did the activity, they made some mistakes, they made the flash cards but they were not creative. | They did the activity with no mistakes, they have a good pronunciation, and they made wonderful and creative flash cards. | |
| **Wrap-up**  “Final activity” | SS have to write the questions their partners ask and the answer they give. T will check everything and correct any mistake, she will also explain any doubt students present. In other words, they will have to write a short composition in which they get to use the comparatives and superlatives appropriately to differentiate between 2 people, places or objects. | 30 minutes  Individual Work |
| ***Assessment****: CAT “Stop and go”* *SS have to make 3 circles with the colours red, green and yellow; which T will check how much they were understanding the explanation I gave them and the activities they did. The red circle indicated that they did not understand and could not move on; the yellow that they understood something but they still lacked, and green if they understood everything and if it was easy to them, T will name each part of the class.* |

*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** |
| This exercise can also be implemented without using the book English please since teachers can implement their own topics such as sports and hobbies to help ss use the comparatives and superlatives appropriately. |

*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** |
| **Describing people and places** | Speaking  Listening  Reading  Writing | **Comparatives and superlatives** | Adjectives  Places around the world and people | 9° |