INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

|  |  |
| --- | --- |
| **Author** | |
| **Teacher´s name** | **WALTER DOMINGUEZ** |
| **Email** | **waldome379@hotmail.com** |
| **School** | **IE. RODOLFO LLINÁS RIASCOS** |

*Select the type of plan*

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

|  |
| --- |
| **Author’s remarks** |
| This plan lets students know more about you, not as a teacher but as a person, and it also gives the opportunity to check students understanding and know what they do at their homes. It’s one of the biggest opportunities to know your students better, even if you are substituting another teacher or it’s your first class with that course. |

*Complete with the information about your students*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **9TH** | **THREE HOURS (180 MIN)** | **42** | | **14** | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 X | | B1 |

*Select the curricular axe or focus*

|  |  |
| --- | --- |
| **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*

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | Personal information | | |
| **Module / Unit** | MODULE 2: UNIT 1 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Asking and giving personal information. | Writing and speaking | Daily Routines, brush my teeth, take a shower, make my bed, GO TO WORK. |
| **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.*

|  |  |
| --- | --- |
| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to …   * Ask and answer questions about personal information. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Describe the most basic daily routines. * Report in a short paragraph about his/her classmates’ personal information. |

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

|  |
| --- |
| **Materials needed** |
| **Markers, Board, Projector, English, please! Students’ book** |

*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= student Ss= students*

|  |  |  |
| --- | --- | --- |
| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:** | T starts the class by telling students some basic personal information about him (introduction) and ask ss to write as many details as they can understand.  Then T asks SS to read the skills objectives for the module and asks students to tell him some examples of each objective.  T asks SS to read the pictures of people preparing for a normal day in their lives or in the teacher’s life.  Ss get in pairs and answer the activity 1 and 2.  T asks students to spell their names to check the alphabet first in pairs and then for the rest. | 10 minutes  T-SS  Individual work  10 minutes  SS-SS  Pair work |
| **Language Presentation** | T shows SS some examples of the activity 1. T asks them some questions about the examples.  T explains to SS the use of Present Simple for daily routines and teaches some vocabulary about daily routines.  T brings some cards for SS to mime vocabulary in exercise 4.  SS who answer correctly, get some points to win the game (Energizer). | 60 minutes  SS-SS |
| ***Assessment:***  T asks SS to close their eyes and answer some questions about the topic’s objectives and students show their hands with a signal describing how good they are doing:   1. I can understand the description of situations, feelings and wishes in other people’s papers. 2. I can write a very simple personal paper describing what I do every day using the Present Simple. 3. I can handle very short social exchanges, for example answering to questions or asking for a permission. |
| Language Practice | T asks SS to listen and answer the activities 4 to 6.  SS get in groups of three to complete exercise 7 and 8.  SS solve exercise 9 in the same groups and T check their answers.  TRUE OR FALSE? In exercise 10 there is a true or false game, A group read one’s member sentence and takes a number from a bag, then S asks “True or False?” to the team. All the members in the team that has to answer must agree about the answer.    T asks SS to solve activities 11, 12, 13 and check their answers. | 70 minutes  T – Ss  Ss – ss |
| ***Assessment:***  **The muddiest point**  What was the least clear for you in this class?  What questions do you still have about today’s topic? |
| Production | T asks SS to write a short paragraph about their daily routine using the connectors and the vocabulary (exercise 14). While ss write T walks around the classroom helping ss to structure their papers. After ss have been writing for 15 minutes, T will write his own short paragraph on the board underlining the use of the simple present, aiming at helping ss discover its structure without teaching it explicitly. | 20 minutes  Individual work |
| ***Assessment:***  See the **RUBRIC TO CHECK STUDENTS’ PAPERS** at the end of the lesson planning. |
| It’s time to analyse myself  (Self-assessment Time) | T asks student to think about three things of their learning process. Then T asks ss to sit in a round table in order to exchange ideas and orally discuss the whole class in terms of topic and activities. | 10 minutes  Ss – ss |
| *Assessment:*  Three things:  At the end of their papers, students must write two things they have learn today in the class and one thing they want to reinforce for next classes. |

*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** |
| The spelling activity can be changed for another activity, as a DICTATION for example.  I have implemented the THREE THINGS assessment technique at the end of the lesson but you can also implement THE TRAFFIC LIGHTS to check you students’ learning process.  Tips:  My 9th grade students love competing against the others so I take an advantage from it, I try to make as many games as possible so my classes don’t get boring.  On the other hand, my 10th grade students love interacting with language and activities that make them stand up from their seats. I try to make them participate in some games for example mimics. |

*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** |
| **Teenagers** | Writing-Speaking | Present Simple | Daily Routines, brush my teeth, take a shower, make my bed, GO TO WORK. | 9th |