



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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*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 Activity plan is very useful if you as a teacher want to improve your Students' ability to name classroom objects.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age		
6 <sup>th</sup>	90 minutes	27	12-14		
Area		English level			
Rural	Urban X	A1 X	A2	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	Identifying classroom objects
Module / Unit	Module 1 Unit 1



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Language focus	Functional language	Language skills	Vocabulary
	Naming classroom objects	Listening Speaking Reading writing	Table, sharpener, a,an,the, pen,pencil,colours
Principles / approach	Student-Teacher Interaction		

*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	
<b>Aim</b>	By the end of this lesson, students will be able to name classroom objects.
<b>Subsidiary aims</b>	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> <li>• Pronounce some classroom objects with indefinite articles.</li> <li>• Identify some classroom objects to express the correct way to use them.</li> </ul>

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

Materials needed
Flashcards, video beam, board, markers, English Please, Page 35

*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.*

Stage	Procedure	Time and interaction
Warm up Ice-breaker	T asks SS to point the classroom objects that there are in the classroom. Ss get in pairs and answer the question written on the board by the teacher: How many and which classroom objects are there in the classroom?	10" minutes T-SS Pair work
Introducing language Pre-?	The teacher sticks some flashcards of classroom objects on the board. He pronounces them one by one and students repeat the pronunciation. The teacher sometimes asks to students at random the pronunciation of one word meanwhile the rest of the class pays attention and corrects mistakes when it is necessary.	15" T-SS
Controlled practice While-?	The students practice the pronunciation of those classroom objects. They will do it 3 times.	15" T-SS
Freer practice Post-?	The teacher asks students to get in groups of five and asks them in turns to throw a little toy ball to reach the board after the teacher pronounces a word related to the vocabulary practiced in class. The owner of the ball that	30" T-SS



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	<p>reaches the board, touches the correct flashcard and writes the word on the board using a or an. The teacher assists students when they have problems to identify the word that matches with the proper pronunciation or to correct spelling mistakes.</p>	
<p>Wrap-up Assessment Feedback</p>	<p>Wrap-up: The teacher uses a power point presentation in which it is included the pictures of classroom objects and their words. Students in pairs match the word with the proper classroom object.</p> <p>Assessment: The students do a crossword with the classroom objects in images and their vocabulary.</p> <p>Feedback: the teacher asks students to work in pairs and to run fast in order touch the object after the listen the questions done by the teacher. Questions: Where is the table? Where is the sharpener?</p> <p>Students complete exercises 6, 7, 8, 9, page 5, in their books.</p> <p>Assessment:</p> <p>Classroom assessment:</p> <ol style="list-style-type: none"> <li>1. Students answer questions about the vocabulary of classroom objects every time the teacher throws a ball to them.</li> <li>2. The teacher will give them 30 seconds to memorize as many words as they can.</li> <li>3. They should make a short sentence with a given word.</li> </ol> <p>Self-assessment:</p> <ol style="list-style-type: none"> <li>1. Students write what classroom objects they learned.</li> <li>2. Students write what other words they need to practise more time in order to learn them.</li> </ol> <p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. The teacher observes and checks how the students pronounce.</li> <li>2. The teacher writes on the board what words need to be practiced again. The teacher throws the ball to the ones identified to need to practice more.</li> </ol> <p>Rubrics:</p> <ol style="list-style-type: none"> <li>1. I can identify the classroom objects with their accurate pronunciation and written form.</li> <li>2. I can identify the classroom object when I hear the word.</li> </ol>	<p>10" SS-SS</p> <p>Pair work</p> <p>10" TS-SS</p>



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	3. I can talk about classroom objects in class. 4. I can write a classroom object when I am asked to write it.	

List all a series of tips of how this plan can be adapted so other teachers can implemented in their own educational context.

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**

You can use activities in internet, use realia, use competition game (gamification), also you can use flashcards to paste them on the board. Besides, you can use different assessment tools, it depends on you!

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
Identifying classroom objects	Listening Speaking Reading writing	Simple present tense Indefinite articles	Classroom objects / Definite articles	6th