INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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| **School** | **INSTITUTO INTEGRADO DE ENSEÑANZA MEDIA COMERCIAL** |

*Select the type of plan*

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

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| **Author’s remarks** |
| This lesson plan gives the students language tools to talk about not only Colombian Celebrations but also celebrations around the world. It is also a great opportunity to do jigsaw reading activities with students to promote more interaction and involvement with the topic of the lesson. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| 10th | 80 minutes | 35 | | 16 | |
| **Area** | | **English level** | | | |
| Rural X | Urban | 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** |  |
| **Globalization** | X |

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

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| **Topic** | CELEBRATIONS IN MY COUNTRY AND AROUND THE WORLD | | |
| **Module / Unit** | EP! 1- Module 2 -Unit - Lesson 7 - Pages 73 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing people and places | Reading, speaking, writing | Dragon, Turkey, Harvest, Pumpkin Pie, Lanterns, Fireworks, Envelope, Carols, Pork, Nativity Scene |
| **Principles / approach** | Integration of language skills | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to understand sharing facts about three different celebrations: Thanksgiving day, Chinese New Year and Christmas. |
| **Subsidiary aims** | By the end of this lesson, students will be able to  Describe a celebration from their country. |

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

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| **Materials needed** |
| E,P 2- Pictures from different celebrations ( from Colombia and from other parts of the world) , paper, board, markers |

*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 | The class is split into 6 groups of 4 SS each. A representative from each group has to either draw or mime for his/her partners in the group to guess a word. The group that guesses the word first gets a point. The winner is the group with the highest score at the end of the activity.  T asks SS the representatives to see the written word with an image of the word so they can draw or mime it.  **Words:** Dragon, Turkey, Harvest, Pumpkin Pie, Lanterns, Fireworks, Envelope, Carols, Pork, Nativity Scene. | 10 minutes  T-SS  SS-SS  Group work |
| **Pre-Reading** | Tasks students what they know about Colombia and other countries. T ask the class to complete a chart taking into account the two contexts. T draws the chart on the board for students to compete. T asks students to copy it in their notebooks and to complete in pairs. T tells them to take into account for the second column to write the name of the country and type of celebration   |  |  | | --- | --- | | Colombian celebrations | Other Countries Celebrations | | 1-  2-  3- | 1  2  3 |   T checks the chart answers with the whole class. | 10 minutes  T-SS  Pair Work  Whole class |
| **Whle-Reading** | T asks students to go to page 72. T. explains that they will work on a text about some celebrations around the world. T says that he/she will split the class into 6 groups. T says that Two groups will focus on the paragraph about Chinese New Year, Two more groups will focus on Thanksgiving and the last two groups will focus on Christmas in Colombia. While SS are reading T monitors all groups are working. Once all groups have finished reading their part of the text, T. asks student to choose a representative from each group. T asks him/her to explain what the celebration is about and where it is celebrated.  Now T says that in the same groups each student will write 1 true/false sentence  about the facts from the part of text they were assigned to work with. T asks them to write their statements in their notebooks. Then T asks every group to put together their statements and decide in the same group whether they are T of F. T monitors all facts are well written in their notebooks and all members of the group are involved in the activity and are verifying the facts of all statements.  When groups have finished checking their T or False Statements T mixes the students up, so everyone is working in a group with new classmates. Students take turns sharing about the part of the text they read. T monitors all groups are sharing | 30 minutes  T-SS  Group work  SS-SS  T monitors |
| **Post-reading** | T. shows SS images about different Colombian celebrations (i.e Carnival de Barranquilla, Carnival de Negros y Blancos, Festival de la Panela, Feria de las Flores, Fiesta de San Pedro). T asks students to choose one of the celebrations shown in the images.  T asks students to write a short paragraph, similar to the one provided at the reading activity in order to explain what the celebration is about, where it is celebrated and how it is celebrated. The paragraph must include activities people do in the celebration, the food and drinks people have during the celebration and why people celebrate that. While students do their paragraphs T monitors their writing checking spelling, grammar and word order. T also clarifies doubts about the information of the celebrations.  T asks 4 volunteers to come to the board and write their paragraphs. T reads with the whole class all texts and make corrections about grammar, spelling and word order. To end this stage of the lesson, T congratulates the students for all the work they have done and for all the sharing. | 20 minutes  T-SS  Individual work  T monitors |
| **Assessment** | Finally, in order to assess the class T. wants to know how much of celebrations students understood, then T copies some statements on the board and asks students to read them and on a piece of paper only write the letter of the optionthey can choose according to their understanding of the topic.   1. I can understand texts about celebrations 2. I can understand texts about celebrations with help 3. I have difficulties to understand texts about celebrations.   T collects the papers and says that he/she will take this information into account for planning further activities for those students who need more help with the topic. | 10 minutes  T-SS  Individual work |
| *Assessment:* |

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| **Implementation alternatives** |
| Dear colleague bear in mind the importance of explaining at the end of the class that celebrations represent culture and we respect beliefs and diversity. It would be interesting to work on specific celebrations according to the area where students are located. Another alternative to exploit writing can be to ask students to design an interview for people from different regions from Colombia and have students design questions to elicit information about specific celebrations and traditions. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Celebrations in my country and around the world | Reading, speaking, writing | Present simple  Past simple | Adjectives to describe: places, feelings, attitudes, activities | 9th |