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 perfect to help your ss learn to spell their names and any other name appropriately. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6th** | **180 MINUTES** | 40 | | 11 | |
| **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** | **Teenagers** |
| **Globalization** |  |

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

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| **Topic** | Names around the world | | |
| **Module / Unit** |  | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Giving and asking for personal information | Writing and speaking | Personal information, telephone number, address, surname, last name. |
| **Principles / approach** | A noticing approach to language development | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to introduce themselves and others using the appropriate vocabulary |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Spell words that they already know. * Listen and understand words being spelled. * Identify the correct way to write names |

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

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| **Materials needed** |
| Videos: What's your name? How do you spell your name? (<https://www.youtube.com/watch?v=T43ieThJBaM>)  Children's: Spelling 1  (<https://www.youtube.com/watch?v=F0AxbnsMv9o>) |

*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:** | T will encourage Students to watch the videos: What's your name? How do you spell your name? And Children's: Spelling 1.  Teacher asks students the following questions:   * What is the first video about? * What is the second video about? * What do you need to spell a Word in any language?   Teacher models by telling his name and spelling it.  Next, teacher tells students to say their names to a partner and spell it. | 30 minutes  T-SS  Individual work |
| ***Assessment:* STOP AND GO: (CAT)**  • Along all the class, students will get two cards: one Green card and one Red card. These will be their Stop and Go signals!  • While the teacher is explaining something, students hold their card upright visible to him/her.  • Students hold their Green Card upright if they are following along and understand the lesson.  • Students hold their Red Card upright if they don’t understand something and they need clarification.  • The teacher will provide support in case students hold the red card upright. |
| **Presentation:**  Introducing language | Teacher explains that in English words are most of the time written different as they are pronounced whilst in Spanish most words are written the same way they are pronounced. Then T will display a video in which different people introduce themselves. Ss must write down all the names in their notebooks.  <https://www.youtube.com/watch?v=kIsNf4IG9QA> | 30 minutes  T – ss  Individual work |
| **Practice** | Teacher shows 10 words on the board and tells the students to read and spell them carefully.  • Teacher: Why is important spelling words in English?  • Answer: Because in English most of the time, words are written different as they are pronounced.  • Teacher: What do you need to spell a Word in English?  • Answer: To know the Word and to know the alphabet?  Spelling contest: T will divide the class into 3 main groups, every group will be named as ss wish. T asks one ss from each group to come to the board, grab a marker and get ready to write the name T will say. Every student can get help from his/her classmate. After 10 rounds (every round with a different member) the group with the most points will be the winner. | 40 minutes  Ss – ss  Group work |
| *Assessment: 2 stars and a wish: for the end of this segment T will give each ss a piece of paper to be completed based on their group work and topic:*   |  |  | | --- | --- | | *I felt…*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | *I liked…*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | |
| **Production** | One minute paper: (CAT)  In order to practice the alphabet, the teacher implements “A Minute Paper” Technique:  Teacher asks students to answer two questions in one minute:  • Do you know the alphabet in English?  • Can you spell words in English without any difficulty?  Students answer question one to indicate whether they know the alphabet.  Students answer question two to indicate if they need to study more the alphabet.  Then, in pairs, teacher gives students a short period of time (one minute) to each one, to say the alphabet.  Teacher tells the students that at the end of the class, he will ask the alphabet at random.  Cubing: (peer assessment)  • Students join in teams.  • Students will receive listed cards that include different words.  • Teacher rolls the dice.  • The team with the card according to the dice result, has to spell the word without looking the card.  • The team with more successes win the contest.  Practice 1.  In pairs student A tells 10 words and student B spells them, then they switch roles.  Practice 2.  In pairs, student A spells 10 words and student B Writes them, then they switch roles.  Practice 3.  Teacher spells the following words and students have to write them out in their notebook and say their meaning:  • piece  • peace  • reel  • real  • to  • too  • week  • weak  • steel  • steal  • sale  • sail | 45 minutes  T – ss  Individual work |
| *Assessment:* |
| **Wrap-up** | *T will organize ss in 2 lines, each line facing the other, then T plays some music background while ss discuss question by question, when the music stops ss will move one step to the right, then they will answer the following questions*  *• What did we practice today?*  *• What is something interesting you learned about spelling?*  *• What is the difference between English and Spanish spelling?*  *• Why is important spelling Words in English?*  *• What do you need to spell a Word in English?* | 35 minutes  Ss – ss  Whole class interaction |
| *Assessment:* ***HAND SIGNAL. (CAT)***  *The teacher will ask some questions to the students and they will answer yes or not with their hands:*  *A thumbs up means "Yes, I can" or "Yes, I know".*  *A thumbs down means "No, I can´t" or "I don´t know".*  *The teacher asks the students to close their eyes, and use their thumbs to answer the questions:*  *• Do you know the alphabet?*  *• Can you spell any word that you already know?*  *• Can you write a word when it is spelled?*  *The teacher will provide support in case students need it* |

*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 lesson plan can be implemented in any educational context. * Be sure to choose for the spelling practice and examples, a meaningful vocabulary for your students. |

*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** |
| **Teenagers** | Writing-Speaking | Alphabet | Personal information, telephone number, address, surname, last name. | 6th |

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