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 allows you to work family members recognition and daily activities. It represents a great opportunity for students to express feelings about things they like and dislike. Several activities can be done through this plan.  |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **6th** | **2 h 50 min** | 27 | 11-12 |
| **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** | X |
| **Globalization** |  |

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

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| **Topic** | Describing my family |
| **Module / Unit** | Module 1: Democracy and Peace |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Ask and give personal information.Describe people and daily life activities.Introduce yourself and others. | Listening, reading, writing, speaking | Dad, mom, brother, sister, niece, uncle, nephew, aunt, etc. |
| **Principles / approach** | Task-based learning.  |

*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 identify and use words and sentences related with personal information and daily activities both in oral and written texts. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …* Describe the members of their family and give a little information about them.
* Ask and answer basic questions about their family and daily activities.
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*List all the materials needed for this plan. Please, do not include any picture or photograph.*

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| **Materials needed** |
| **3 small balls, Tv or video beam, images printed in different sizes, power point presentation, board, marker, craft or bond paper (poster size), permanent markers, little pieces of paper.**  |

*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 draw a big family tree on the board and will give 8 different images with different members of the family taken from internet. T will ask 8 different SS to paste the images in the position they believe they belong on the tree, trying to say the name of the member of the family. T gives feedback about the position of each family member on the tree and the pronunciation of each (father, mother, son, sister, brother, uncle, niece, etc.). | 10 minutesT-SS10 minT-SS |
| ***CAT: Hand signal.***T asks SS to show thumbs up if everything is clear for them or thumbs down if something is not yet clear. SS can do this exercise with their eyes closed.  |
| **Pre-task** | T will present a Power point presentation showing the members of the family as well as some words related to them. For example: for the father: work, go, eat, drink. For the mother: work, cook, help, love. For the son: study, play, interact, help parents. For the sister: play dance, jump, help parents; as well as introducing some adjectives to describe each member of the family.T will ask SS to see again the family tree and locate the images of the members of the family in the correct location, in case they are not well located. After, T will ask SS to stand up and walk around to make groups of 2, then walk again, then get in groups of 3 and so on until they reach a number of 5 in each group; when a S is not included in the group, T will ask him or her to answer a simple question related to the topic being learnt. After setting the groups, T will hand each group with some images, some will have words with images of adjectives (tall, slim, fat, short, young, old, happy, grumpy… seen in the presentation) and some images of the members of the family, then they will have to group which of those papers match with the description of the image of the member of the family. Example: for the image of the father, they will have to place, the adjectives, tall, happy, responsible. For the image of the grandfather: Tall, old, grumpy, experienced and so on. T will ask 1 S per table to go to the board and read the description of each member of the family and will ask the other to correct in case they have a different answer. | 15 minutes. T-SS5 minT-SS10 minSS-SS15 minSS-SS5 minT-SS5 minSS |
| ***Self-assessment: focused listing.*** T asks SS to write as many words as they remember about each of the following categories: (adjectives and activities they do). * Father
* Mother
* Sister
* Brother
* Etc.
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| **Task** | ***Family tree poster:***T will handle each group a piece of craft or bond paper and some markers, each group will have to imagine a family with at least 5 members (each S can think in one) and design the family tree in the paper given by T. When finished, the posters will be placed around the classroom and T will conduct an art gallery activity where each group will present the poster as well as giving a complete description of the members of the family (physical description and activities they do). | 30 minutes SS-SS10 minSS |
| ***Peer-assessment: two stars and a wish.****T asks SS to identify two positive aspects of their classmates’ work and one thing they would like them to improve.*  |
| **Post-task** | After finishing the art gallery walk and the peer-assessment process, T leads a round table activity for SS to talk about those areas of improvement. Then, T asks SS to number each other from 1 to 3. SS will get in groups, numbers 1, numbers 2 and numbers 3. T will handle 1 small ball to each group and will tell them to play “Hot potato”, T will tell each group to mention a different group of words, for example group 1: verbs; group 2: members of the family and group 3 adjectives. This as a way for them to practice vocabulary.  | 20 minT-SS 20 minSS-SS15 minSS |
| ***Self-assessment: Exit ticket****.* *T will ask SS to write in a separate piece of paper three questions and to answer them:*1. *What did you enjoy the most?*
2. *What would you like to study deeper?*
3. *What did you learn in class today?*

*T collects the exit tickets and the class ends.*  |

*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** |
| If the teacher that will use this plan does not have a T.V or any electronic device, the teacher can print or draw the images of the presentation on the board. In case of not having enough balls, the teacher could use any other object (board, eraser, marker or even paper balls) for the “hot potato activity”. This task plan can be implemented in any context.  |

*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** |
| **Family members and daily life actions.** | Speaking, writing, reading, listening.  | Simple present.  | Members of the family | 6th |