|  |
| --- |
| **Author** |
| **Teacher´s name** | **Mary Russell Melo Prieto** |
| **Email** | **maryrussell\_13@hotmail.com** |
| **School** | **José Antonio Galan** |

INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Select the type of plan*

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

|  |
| --- |
| **Author’s remarks** |
| This activity plan helps to consolidate the topic of routines, interests and hobbies. It gives students the opportunity to be aware of writing coherent sentence expressing their present lives. |

*Complete with the information about you and your students*

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **6th** | **30 minutes** | 38 | 10-11 |
| **Area** | **English level** |
| Rural  | Urban x | A1 X | A2 | B1 |

|  |
| --- |
| **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** | Healthy daily habits |
| **Module / Unit** | Module 1 |
| **Language focus** | Functional language | Language skills | Vocabulary |
| Describing routines | Writing | Routines, hobbies, likes, interests |
| **Principles / approach** | Writing as a process.  |

*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** |
| **Aim** | By the end of this lesson students will be able to:Build simple sentences about routines, likes and interests orally and in writing. |
| **Subsidiary aims** | Students will be able:1. To identify vocabulary related to daily activities.
2. Recognize sentence structure.
3. To write and pronounce simple sentences in English.
4. To express personal likes, interests and routines.
 |

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

|  |
| --- |
| **Materials needed** |
| **Photocopies, dictionary, images, notebook, video beam or tv, paper, scissors, power point presentation.** |

*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** |
| Introduction: Introducing the language. Pre-activity | Power point presentation: Ss watch a presentation about their teacher daily routine. T can provide a guide or worksheet for students to complete.The workshop focuses on sentence structure.In this class T explains that they will do a similar work in a brochure.  | 10T-SSSS-SSGroup work |
| *Assessment:* Teacher checks Ss work. Classroom assessment. |
| Activity | -Each student selects the actions and images that they need for their work. -They write simple sentences to talk about his/her routine. -They describe their picture with a sentence.- They have to hand a draft of their sentences and correct them if it is necessary. -T checks that the sentences describe the picture.  | 15 minutesT-SSIndividual work |
| *Assessment:* Teacher checks Ss work based on the rubric. |
| Post-Activity | Ss share brochure and compare routines with their classmate.  | 10 minutesT-SSIndividual work |

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

|  |
| --- |
| **Inspiring tips for other teachers who want to implement this plan** |
| This is an activity to reinforce talking about our daily lives. You can use it to consolidate the topic of daily routine. You can ask students to do a digital brochure with some tools on the internet. You can also use the activity to represent the routine of a third person.  |

|  |
| --- |
| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Healthy daily habits  | Writing | Present simple | Routines, hobbies, likes, interests | 6th |