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 task plan gives the students a chance to talk about personal hygiene habits and the products they need. Students can also use adverbs of frequency in a context. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **7th** | **2 h 40 min** | 26 | 13-14 |
| **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** | X |
| **Construction of Citizenship / Democracy / Teenagers** |  |
| **Globalization** |  |

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

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| **Topic** | Integral personal care |
| **Module / Unit** | Module 1: Health |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Making questions and answering them about personal hygiene habits.  | Writing and speaking. | Take a shower, brush your teeth, wash your hands, wash your face, 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 exchange information about personal care through questions and answers. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …* describe personal care habits and routines using adverbs of frequency.
* talk about personal hygiene.
 |

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

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| **Materials needed** |
| Way to go 7th grade, T.V., type recorder, copies, YouTube video, flash cards, computer, notebooks, dictionaries. |

*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 asks SS to play a game called “The Sparkies’ game”.Each student takes a sparkie colourful candy. They have to answer a question according to the colour they received:Red: Favourite superheroOrange: Favourite sportBlue: Favourite foodGreen: Favourite animalYellow: Favourite TV show | 15 minT-SS |
| ***Assessment: Classroom assessment Technique: “Stop and Go”***SS will receive two cards (one red, one green). Hold the green card upright if they understand what they have to do. Hold the red card if they don´t understand and need clarification. T will explain if someone shows the red car. |
| Pre-task | Watching a video about personal care habits at: <https://www.youtube.com/watch?v=gi30YcK3894>. While watching the video, cross out the hygiene habits you hear. Take into account there are some intruders. T previously watches the video and decides upon the phrases he/she wants to use for the exercise and also the intruders. T expands a little bit the explanation about personal care and the use of adverbs of frequency (always, often sometimes, never).  | 20 minutesIndividual workT-SS10 minT-SS |
| ***Assessment: Classroom assessment Technique: “Stop and Go”***SS will receive two cards (one red, one green). Hold the green card upright if they understand what to do. Hold the red card if they don´t understand and need clarification. Teacher will explain if someone shows the red car. |
| Task | Watching a slide presentation on Power Point about vocabulary related to personal hygiene habits, the items they need for this purpose, and a chart explaining adverbs of frequency. Repeating vocabulary.Playing Memory game using flash cards with the vocabulary learned. (T previously chooses some images related to personal care/hygiene to play the game. Make sure you get two of each image for SS to pair them). T asks SS to lead a personal care campaign outside the classroom. For doing so, T gives SS a poster to make in groups of 3-4. SS must include different actions everyone must do if they want to have a good hygiene. SS must also use adverbs of frequency and make a drawing for their campaign.  | 25 minutesGroup workT-SS30 minSS-SS10 minSS |
| ***Assessment: Self-assessment activity: “Learning Log”*** SS will complete the following statement according to the lesson:Today I´ve learned…What a liked most about this lesson was…One thing I´m not sure about is… |
| Post-task | T asks SS to make a letter to their classmates listing some suggestions for personal hygiene routines according to what they have just designed in the posters.Sharing the information. | 20 minSS-SS15 minSS-SS |
| ***Assessment: Rubric***<https://rubric-maker.com/index.php?v=&page_ac=&type=&tool=&ru_action=view_rubric&ru_id=251924><https://rubric-maker.com/index.php?v=&page_ac=&type=&tool=&ru_action=view_rubric_checklist&ru_id=251924>***Peer assessment: “Two stars and a wish”:***SS will receive a format and they are going to complete some sentences after they have read their classmate’s letter.I´ve read your letter and I liked…I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was good.I wish that next time you… |
| **Wrap up** | T brings some extra exercise for SS to practice with adverbs of frequency.Check this link out:<https://agendaweb.org/exercises/grammar/adverbs/frequency-1> | 15 minutesT-SS |
| ***Assessment: Summative****Writing at least 5 sentences telling about their mom´s hygiene routine including adverbs of frequency.* |

*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** |
| I work at an urban area where it is easy to find flavour chewy candies, but if you work at a rural area you can roll some pieces of coloured paper for the warm-up activity. If you don´t have access to internet, it would be a good idea to design a worksheet to practice adverbs of frequency, and download the video. If you don´t have a computer to work you can design the flash cards for the memory game and use them for introducing vocabulary. |

*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** |
| **Being Clean is Cool and Fun!** | Writing and Speaking | ImperativesAdverbs of frequency | Personal hygiene habits | 7th  |