INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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| **School** | **IED La Armonía** |

*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 Ss a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your Ss' 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 lesson plan focuses on memories students have about their past experiences. Additionally, this lesson plan fosters creative thinking since students create a book. It also integrates literature and art to make learning more meaningful. Some formative assessment techniques are suggested. |

*Complete with the information about your Ss*

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| **Grade** |  | **Length of lesson** | **Number of Ss** | | **Average age** | |
| **Eighth** |  | **3 hours** | 44 | | 13 -15 | |
|  | **Area** | | **English level** | | | |
| Rural |  | Urban X | A1 | A2 X | | 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** | My memories | |  |  |
| **Module / Unit** | Democracy and Peace | |  |  |
| **Language focus** | Functional language |  | Language skills | Vocabulary |
| Talking about past experiences | Reading  Listening  Speaking  Writing | | Past times: started, celebrated, went to…, studied, danced, etc. |
| **Principles / approach** | Task based learning | |  |  |

*In “Aim”, describe the most important thing you want your Ss to achieve by the end of the session. In “Subsidiary aims”, relate the language skills (communicative and linguistic) Ss 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.*

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|  | **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to talk about past experiences by creating a Memory Book. |
| **Subsidiary aims** | By the end of this lesson, Ss will be able to …   * Write events that happened in the past (routines/ stories) * Recognize the correct use of the regular and irregular verbs. * Use simple past correctly. |

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

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| **Materials needed** |
| **Notebook**  **Board**  **Photos of meaningful experiences in Ss’ lives.**  **Recycled materials (paper, foamy, plastic, cardboard, glitter, etc)**  **Recycled paper sheets**  **Feedback Sandwich template that can be downloaded from:** <http://www.ascd.org/ascd-express/vol8/811-tobey.aspx> |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and Ss 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.*

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| **Stage** | **Procedure** | **Time and interaction** |
| Warm up | * T has previously asked Ss to bring a photograph when they were children. Ss can use their mobile phones to show the photograph. * T asks Ss to walk around with the photograph and when she says “stop”, Ss find a classmate, show their photo and tell what they liked about that moment. T provides Ss with some prompts to complete:   + In this photo I was… (age)   + I was… (activity at that moment).   + I felt… (feelings at that moment). * T asks some Ss to talk about their photos in front of the class. * T tells Ss they will remember “Memories” in the lesson. | 10 minutes  SS-SS  5 minutes  T-Ss |
| Pre-Task | * T asks SS to get in groups of 3 people. * SS share two significant experiences they had when they were younger. * Ss complete a chart with information about those experiences (See Appendix 1). Ss talk about the time those experiences happened, how they felt in that moment, what they were doing in that moment. * T chooses one person from each group and asks him/her to retell the most interesting story told in the group. | 15 minutes  T-SS  Group work  10 minutes  Group work |
| Task Cycle | * Ss stay in the same groups of 3 people. * T asks Ss to create a Memory book. * T tells Ss about the characteristics of the Memory Book:   + The Memory Book must be created with recycled materials.   + Ss select five important moments they have lived in the school year.   + Ss search photos about those moments. If they do not find photos, they have to look for another experience they have also had.   + On each page, Ss paste the photo and complete these prompts:     - In this photo we were… (place)     - We were… (activity at that moment).     - We felt… (feelings at that moment). * T asks Ss to put their Memory book on a table around the classroom. * Ss walk around the classroom reading the Memory Books and finding the most meaningful and common experiences their classmates have shared. * After Ss have read the Memory Book, T elicits from them what the most meaningful and common experiences they have shared. * T writes Ss’ ideas about the experiences they found meaningful in the Memory Books. | 30 minutes  Individual work  10 minutes  T-SS  5 minutes  T-SS  15 minutes  Pair work  15 minutes  Whole class  20 minutes  T – SS  Group work  20 minutes  Group work |
| Assessment: Feedback Sandwich  T asks Ss to exchange their Memory Books.  In groups, Ss assess their peers’ Books by using the Sandwich template and following these steps:   * Start with a positive comment (or more) (‘the bread’): What you met. * Identify areas in which the student could improve and explain how they might do this by making clear and specific suggestions (‘the meat’): What you haven’t met. * End with a positive comment (or more) that encourages and motivates the student and points the way towards future success (‘the bread’): Next steps to consider.   T tells Ss to exchange The Sandwich template and the Memory Books.  The Feedback Sandwich template can be downloaded from: <http://www.ascd.org/ascd-express/vol8/811-tobey.aspx> |
| Post-Task | * T asks Ss to focus on the statements she wrote about the most meaningful moments they previously shared. * In order to make Ss aware of the use of simple past, T asks the following questions:   + Do these statements refer to present, past or future activities?   + When did these moments happened?   + What tense do we use to express past experiences? * T asks Ss to get in the same groups they created their Memory Book, swap Memory Books with another group and identify seven statements that express past experiences and identify the action words used. * Then SS self-assess their memory book and participation in the activities made in class by a rubric given by the T. | 15 minutes  Pair work |
| Assessment | Can Do Statements:  T provides Ss with a Can Do Statement chart (See Appendix 1).  T asks Ss to assess their performance in the class.  Ss tick the column that shows their skills in the lesson: | 15 minutes  Individual work |

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

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| **Inspiring tips for other teachers who want to implement this plan** |
| -If Ss don’t bring any photo, teachers can ask them to find any photo in their mobile phones and use technology in class.  - Teachers should be aware that they can take advantage of this lesson in order to promote positive language among students and make their friendship bonds stronger.  - If students need support with the list of verbs, T can have a poster in the classroom.  - Teachers can ask Ss’ parents to send them photos of the students at different ages and have a video for them to have fun and identify how beautiful those moments were in their lives.  - Teachers can also start the lesson with a song about memories. Some songs are Memories by Maroon 5, Paradise by Coldplay, The Wrong Direction by Passenger, Torn by Natalie Imbruglia, Something I Need by One Republic. Teachers can find some songs at:  <https://spinditty.com/playlists/Songs-About-Memories>  <https://englishlane.wordpress.com/2014/03/30/seven-songs-for-teaching-past-simple/>  - If students do not bring recycled material, teachers can have it in the classroom. |

*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** |
| **Past experiences** | Reading  Listening  Speaking  Writing | Simple past (Affirmative) / Regular and Irregular verbs. | Past times. | 8th |

Appendix 1:

Can Do Statements:

Dear student,

It is very important that you can be aware of your learning process, your skills and performance.

Tick the Can Do statement that expresses your level of performance in each of the given activities:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Statement** | **I can do this** | **I can do this with help.** | **I need to work on this.** |
| Speaking | Express past experiences orally | 😉 |  |  |
| Describe photos about past experiences | 😉 |  |  |
| Actively participate in the spoken activities | 😉 |  |  |
| Listening | Use verbs correctly in the past tense | 😉 |  |  |
| Writing | Write stories in past tense. | 😉 |  |  |
| Inter- personal | Respect others’ turn. | 😉 |  |  |
| Respect others when they are participating. | 😉 |  |  |