INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
| **Teacher´s name** | **Jennifer Cuellar Cuellar** |
| **Email** | **Jecuella12@gmail.com** |
| **School** | **I.E General Francisco de Paula Santander** |

*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 lesson plan encourages students to use English in different interactions in order to promote production, critical thinking and teamwork, with the topic: Learning about cultural Colombian groups. At the end, a strategy is suggested to assess your student`s progress. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **8th** | **2 hours** | 35 | | 13-16 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X SS don’t have the level regarding European framework for this grade. | 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** | Module 3: Democracy and Peace: Unit 1: Solving problems with others. |
| **Globalization** |  |

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

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| --- | --- | --- | --- |
| **Topic** | Learning about Cultural Colombian groups | | |
| **Module / Unit** | Module 3, Unit 1: Solving problems with others | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describe cultural characteristics of a country. | Speaking, listening, reading, writing | Cultural characteristics: nomads, bilingual clan,  fortune-tellers, artists,  rainbow, drums ritual,  slave, dead, exotic. |
| **Principles / approach** | Project 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 describe cultural characteristics of Colombia. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Identify vocabulary about cultural characteristic groups in Colombia. * Use RAFT strategy to write a short text about an experience in a cultural Colombian group, using present and past simple tenses. * Make a short oral presentation about an experience in a particular cultural Colombian group. |

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

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| **Materials needed** |
| Book: “Way to go 8”, Module 3, page 96-98  cardboard, markers,  Cut magazines  Flashcards  <http://aprende.colombiaaprende.edu.co/es/node/94010> |

*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  Ice-breaker To set students in the context of the lesson | T greets Ss and verifies each s is paying attention, writes the objectives and presents the activity.  Then, T asks ss to make groups of three and encourages them to answer: “What cultural Colombian groups are there in Colombia?”  T reminds Ss the corresponding English words when necessary.  Finally, T asks ss "What cultural characteristics do they have? Random Ss answer. | T-SS  Group work  Whole class  (10 mins) |
| *Assessment: Oral feedback: vocabulary, pronunciation , peer-correction- ss-ss* |
| Presentation: To identify vocabulary about cultural groups in Colombia. | T focuses on cultural groups in Colombia by displaying around the classroom some pictures of: The Romo people, Palanqueros people and The Wayuu People. In groups of three, ss receive a set of characteristic words (nomads, bilingual clan, fortune-tellers, artists, rainbow, drums ritual, slave, dead, exotic) and match them with each picture. (Previously T checks the meaning of the words, using synonyms and antonyms).  Finally, T checks ss work.  (T takes this vocabulary from the book way to go 8, pag, 96) | Group work  T-SS  (10 mins) |
| *Assessment: Oral feedback, checking vocabulary and pronunciation.* |
| Development 1: To grasp the specific details of a text about two cultural Colombian groups. To develop skim reading | In groups, Ss go on the book on module 3, unit 1 p 96 exercise 3 and read texts A and B on page 97 about Romo people, the Palenqueros and the Wayuu People. They check new expressions and vocabulary, using the dictionary.  Then, ss individually make notes about the Romo people, the Wayuu people and the Palenqueros, and using the information on the book page 97 and 98 ss complete a chart. (T draws the chart on the board and ss do it on the notebook).  In pairs, ss compare their notes with a partner.   |  |  |  |  | | --- | --- | --- | --- | | **Origen and Location** | **Daily lives** | **Traditions and beliefs** | **Needs** | |  |  |  |  | | Group work  Individual work  Pair work  (25 mins) |
| *Assessment: oral feedback: grammar, spelling, vocabulary.* |
| Development 2:  To provide language in context | T asks ss to focus on those cultural group needs. Ss work in pairs, they need to write some advice based on how we (as Colombians) can help to improve their lives. T encourages ss to use: *we should/shouldn’t …, we can/ can’t …, we have to …, we mustn’t ...* Ss write four sentences.  Ss share the information with the class by reading their sentences | Group work: (15 min)  Whole class (5 min) |
| *Assessment: oral feedback: grammar, pronunciation.* |
| Development 3:  To provide writing practice using RAFT strategy. | Taking the ideas before as an example (Development 1 and 2), T encourages ss to choose their favorite cultural group and create the following situation: ss are tourists and lived an amazing experience with their favorite cultural group: “ My experience there was…” , Ss write a postcard where they express their adventures there, using the RAFT technique.  T shows this chart to ss, so they understand what RAFT is:   |  |  |  |  | | --- | --- | --- | --- | | **Role** | **Audience** | **Format** | **Topic** | | Tourist | Classroom partners | Postcard | How was the experience in that culture |   T gives ss a handout to do the activity. As a writing help, ss write the information in the chart. (5 min), finally, ss individually make a postcard: they write on one side of a piece of thin cardboard and decorate the other side with some images related to the chosen culture. | T-SS: ( 5 min)  Individual work (20 minutes) |
| *Assessment: Oral feedback: grammar, vocabulary, spelling, punctuation. Peer-correction: ss-ss* |
| Consolidation: To describe a cultural group orally. | T encourages ss to share their postcards, by using the two columns exposition strategy.  Ss can express some questions about the cultural group:   * In which cultural group did you have the experience? * When did you go? * What traditions, beliefs and needs do they have? | SS-SS (20 minutes) |
| *Assessment: Oral feedback: pronunciation, grammar. Peer-assessment.* |
| Feedback | T collects some possible mistakes and write them on the board. Then, T encourages ss to analyze if they are right or wrong, in terms of spelling and pronunciation.  Self-assessment: individually, ss work on the progress checklist. | Whole class: (10min) |

*Interaction patterns:*

Ss: students Whole class Group Work T: Teacher

*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 activity can be worked in both urban and rural areas.  If the teacher has internet connection students might have more access to information about cultural Colombian groups or students might bring some information from home.  It is important to keep in mind the previous knowledge about grammar that students need to have previously checked: Should, must, can, have, present and past simple.  Teacher could show some short videos from YouTube about these cultural Colombian groups. |

*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** |
| **Cultural Colombian groups** | Reading & Writing | Simple past tense  Modals | *traditions* | Eighth |

**CHECKING MY PROGRESS LIST**

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| **No.** | Item | Yes | No | Comment |
| **1** | I can identify vocabulary about cultural groups in Colombia. |  |  |  |
| **2** | I can grasp the specific details of a text about two cultural Colombian groups. |  |  |  |
| **3** | I can talk about some cultural groups in Colombia (The Romo, The Palenqueros and the Wayuu), expressing some characteristics oral and writing. |  |  |  |
| **4** | I can give advice that promotes the solution of a problem or need on a cultural group. |  |  |  |
| **5** | I can work in a group, in a cooperative way. |  |  |  |
| **6** | I can exchange my ideas and opinions with my classmates in a respectful way. |  |  |  |