



Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS
ELT PLAN TEMPLATE

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Select the type of plan

Lesson plan	Activity plan	Task plan	Project plan
X			

Author's remarks
This lesson plan helps students to know about reading strategies such as SCANNING. It also lets them know about its use in increasing reading skill levels and, in the same way, it will be a good way to assess students' level of reading comprehension and a good chance to apply some Classroom Assessment Techniques and check their effectiveness.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
9 th	2 hours	30	15
Area		English level	
Rural	Urban X	A1 X	A2 B1

Select the curricular axe or focus

Curricular Focus / Axes	
Environmental / Sustainability Education	
Sexual / Health Education	
Construction of Citizenship / Democracy / Teenagers	
Globalization	X

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

Topic	Globalization troubles		
Module / Unit			
Language focus	Language Function	Language skills	Vocabulary
	Talking about globalization issues	Reading	Globalization related vocabulary
Principles / approach	Student centered / Problem 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.

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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.

Learning objectives	
Aim	By the end of this lesson, students will be able to read about globalization troubles using SCANNING . They will also be able to write suggestions.
Subsidiary aims	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> ● Use SCANNING techniques (looking for specific information and key words) to answer questions on a specific topic. ● Provide suggestions to globalization troubles

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

Materials needed
Photocopies, computers, worksheets, TV, video, markers, stop and Go signs, Traffic light sets, problem map poster, stop and go signs, traffic lights, “Protect the earth” module 4 English Please! (Readings and activities), TWO STARS AND A WISH sample.

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

Stage	Procedure	Time and Patterns of interaction
Warm up: Ice-breaker	T asks SS to watch a video The impact of globalization https://www.youtube.com/watch?v=dWjWfyzmK1Q to think about globalization troubles in our neighbourhoods and our current context Ss work in pairs and answer a two-question survey about the globalization troubles they have met in our neighbourhoods and city. Once done ask them to share their ideas with the class. <i>Assessment for learning. Peer-Assessment: T Hands in Ss an Entry Ticket card and have them answer the questions written on it individually. Once done, T asks them to share their ideas with the class.</i> <i>Describe here the assessment practice the T implements in this stage if applicable. For example, self-assessment, peer-assessment, classroom assessment technique, test, etc. Also, describe how the T provides feedback.</i>	20 minutes T-SS SS-SS Pair work Group work Individual work
Introduction: Introducing language	T Shows SS ways to improve globalization problems by using “should” / “shouldn’t” in the sentences Ss will create in their notebooks. Use real-life examples they can figure out better the concept.	25 minutes T-SS SS-SS



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<p>Pre-?</p>	<ul style="list-style-type: none"> ● Give each work team a traffic light set with the colors; red, yellow and green. ● Red for “I don’t know how to use SHOULD/SHOULDN’T” ● Yellow for “I need a couple of clues to remember SHOULD/SHOULDN’T “ ● Green for “I know exactly what I have to do” ● Ss will use them just in case. <p>Next, hand in each work team a computer and tell Ss to open the reading in page 153 into English Please virtual book and practice SCANNING techniques with them like, looking for specific information and key words. Ask Ss questions during the process so you can check their understanding. Also, tell Ss to have an answer to: “What was the most difficult part in the activity? So, you will know what to do next time to clarify concepts or provide extra explanations.</p> <p><i>Assessment: Assessment for learning. Peer-assessment, the muddiest point. T uses “sandwich feedback” by using the “COMPLIMENT – CRITICISM – COMPLIMENT” technique.</i></p>	<p>Group work</p>
<p>Practice: Controlled practice While-?</p>	<p>T Presents Ss with a PROBLEM MAP that will be used to identify a set of globalization troubles based on the “HOW WE ARE HELPING OUR SICK EARTH” on page 139 Module 4 in English Please Book. Be sure Ss know that they will do similar with the reading “My “consume nothing” day” in page 143, Module 4 in English Please Book , previously downloaded on the computers they are working on, by using the SCANNING techniques (looking for specific information and key words).</p> <ul style="list-style-type: none"> ● T gives each work team a sign with the sides colored (stop and go) in green and red. Ask them to hold the Red side up if they are getting lost in the instructions and the Green side up if they are understanding what needs to be done. <p><i>Assessment: Assessment for learning. Classroom-assessment technique, STOP & GO. T uses “sandwich feedback” by using the “COMPLIMENT – CRITICISM – COMPLIMENT” technique.</i></p>	<p>25 minutes T-SS SS-SS Group work</p>
<p>Production: Freer practice Post-?</p>	<p>T gives each work-team a blank PROBLEM MAP poster that will be used as shown by the teacher at the beginning. After Ss are done with the PROBLEM MAP and answers and opinions are shared with the class, ask them about some suggestions that will help overcome such troubles. In the end, one of the members from each team will present his/her table’s suggestions using SHOULD/SHOULDN’T</p>	<p>30 minutes T-SS SS-SS Group work</p>



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T asks Ss questions during the process so he can check their understanding. Once some students finish sharing his/her results with the rest of the class the other teams will assess the presentation by using the **TWO STARS AND A WISH** technique. Tell them to say two things (stars) they found really interesting about the presentation and one thing (wish) they consider must be improved.

- T provides continuous feedback during the activity using **SANDWICH FEEDBACK** by using the "COMPLIMENT – CRITICISM – COMPLIMENT" technique.

Peer-assessment

T shows Ss the **rubrics of assessment** so that they know how they will be assessed by their peers. . Then, let each work team know what rubrics have to say.

Rubric Categories	Excellent	Good	We need more practices!
Ideas	The idea is clear	The idea is missing something	There is no idea at all
Vocabulary	The vocabulary is correct	Some words do not fit	More vocabulary is required
Suggestions	The suggestions are clear	The suggestions could be better	More practice on making suggestions is required
Grade	9 th		

Assessment: Assessment for learning. Peer-assessment, two stars and a wish. T uses "sandwich feedback" by using the PRAISE – CRITICISM – PRAISE technique.

Wrap-up

Close the session by asking SS to share their outcomes with the class.

At this point, Ss are Self-assessed by using a **TRAFFIC LIGHT** to let them share their feelings about the lesson with the class.

- Red for "I didn't reach the goal of the lesson"
- Yellow for "I just need an extra explanation to reach the goal"
- Green for "I fully reached the goal"

T assists a *one-on-one conference* with Ss that need the most backing.

Assessment: Assessment for learning. Self-assessment, peer-assessment. T uses a one-on-one conference to provide feedback.

20 minutes
T-SS
SS-SS
Individual work
Group work

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List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.

Implementation alternatives
<p>A good way to adapt this lesson plan will be the use of the:</p> <p>Communicative language teaching (CLT) The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location. (http://esl.fis.edu/teachers/support/method.htm)</p> <p>Audio-lingual method The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. (http://esl.fis.edu/teachers/support/method.htm)</p>

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

Key words				
topic	skill	linguistic	vocabulary	grade
Globalization	Reading	Should/shouldn't	Globalization related vocabulary	9th



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WARM UP

Entry ticket

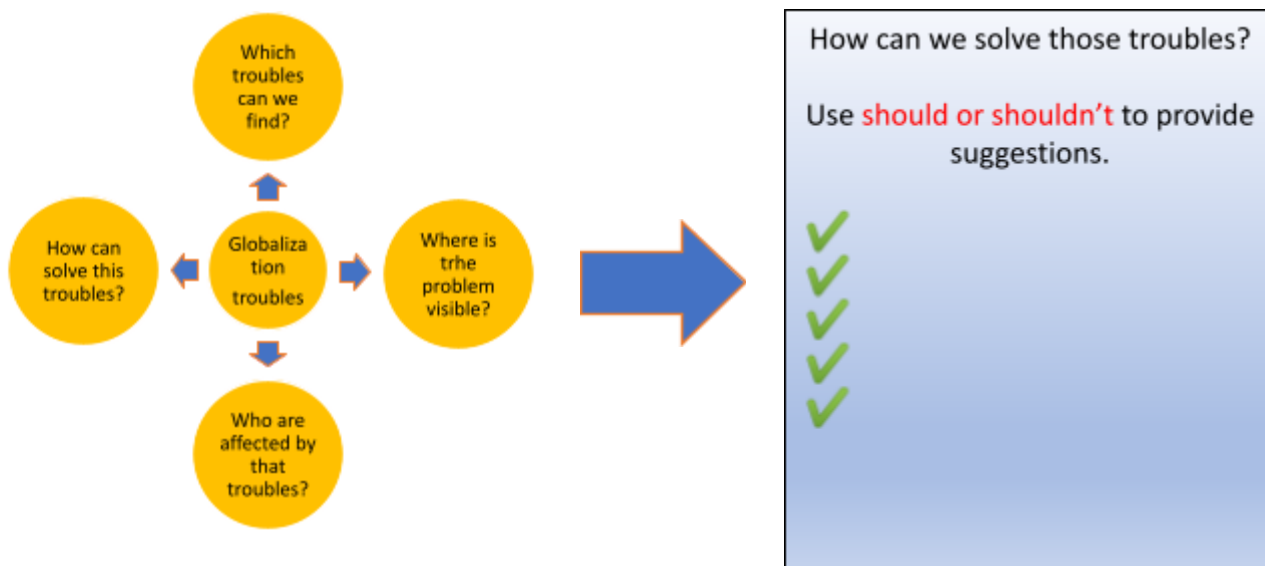
1. Do you know What is globalization?
 Yes, I do
 No, I don't

2. Define in one word, "Globalization" for you

3. Mention 2 troubles which describe the globalization.
 ★
 ★

Activar Windows
 Go to Settings to activate Windows.

PROBLEM MAP poster



**Self-created image*



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CONTROLLED PRACTICE reading

UNIT 2
Module 4

Read

10. Read the poster that a class created as a project.

HOW WE ARE HELPING OUR SICK EARTH!

- We are planting trees near our school.
- We are recycling all the paper we use in class.
- We are checking lights are turned off.
- We are not wasting water.
- Our school is only using lowenergy light bulbs.
- We are not throwing away our plastic bags.
- We are helping with the washing-up in the kitchen.
- We are not eating too much meat.






***Self-created images.**

FREER PRACTICE reading

UNIT 2
Module 4

Speak

13. Read the blog post from a blogger who is raising money for a special cause.

Green Blog

MY "CONSUME NOTHING" DAY.

I am raising money for the people affected by the earthquake in the Himalayas. Because these people have nothing, I am trying to consume nothing today. I'm not eating, I'm only drinking water. I'm not shopping. I'm not travelling anywhere by car, I'm walking.

I'm giving all the money I save to charity and I am asking people to give the same amount.

Glossary

special cause = ONG u organización sin ánimo de lucro.

14. You are going to raise money for a special cause. In groups, decide:

- a. What special cause or region you are raising money for.
- b. How you are raising money.
- c. What each person is doing.

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**Self-created image*

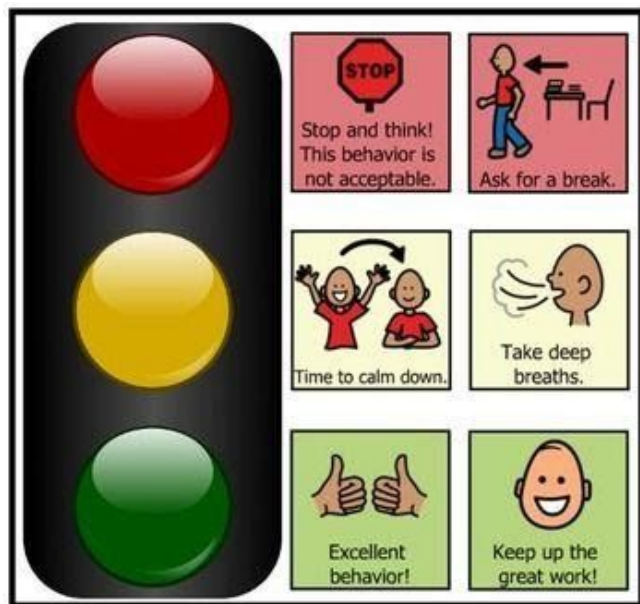
STOP AND GO signs



**image taken from:*

https://www.freepik.com/premium-vector/stop-go-signs-red-green-with-hand_4933739.htm

TRAFFIC LIGHT assessment technique.





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***image taken from:** <https://co.pinterest.com/pin/202310208230610070/?nic=1>