

Lesson Plan Template

1 SUMMARY INFORMATION

YOUR NAME: KLAVDIJA KRIŽOVNIK

TOPIC OF YOUR LESSON: MY DAY

TIME FRAME: 5 LESSONS

SIZE OF YOUR CLASS: 18

- **OTHER RELEVANT REMARKS:**

English lesson with 5th grade students in Primary School in Slovenia

- **SHORT DESCRIPTION OF THE LESSON AND HOW IT FITS INTO YOUR ONGOING CURRICULUM:**

THIS PLAN IS FOR MORE FIVE LESSON, BECAUSE IT IS ABOUT ORAL SPEECH. SO, FIRSTLY THERE WILL BE ONE LESSON ABOUT PREPARATIONS AND SO-CALLED REVIEW OF EVERYTHING THAT WE LEARNED REGARDING TO THE TEAM. THE SECOND PART IS FOR TWO LESSONS ON HOW WE ARE PREPARING THE PRESENTATION. AND THE LAST PART (2 LESSONS) WILL BE THE ORAL PRESENTATION THAT WILL BRING THE MARK FOR STUDENTS.

- **LEARNING OBJECTIVES:**
 - Selecting relevant information, summarizing it and presenting it to the class.
 - Improving oral comprehension.
 - Acquiring vocabulary related to the topic.
 - Being able to work in groups, communicating effectively.
 - Create a presentation in Power Point and present it to others

2 ACTIVITIES

In the following section you are asked to describe the different activities which make up your lesson plan. Please read the following three points before continuing with the template.

1. For each activity in your lesson plan, please choose from the following **LEARNING OUTCOMES** (based on Bloom's Taxonomy¹):
 - Remember: recall facts and basic concepts
 - Understand: explain ideas or concepts
 - Apply: use information in new situations
 - Analyze: draw connections among ideas
 - Evaluate: justify a stand or decision
 - Create: produce new or original work

A good lesson plan will have a variety of learning outcomes across the activities.

¹ You can find more information here https://en.wikipedia.org/wiki/Bloom%27s_taxonomy

2. For each activity in your lesson plan, please choose from the following **ACTIVITY TYPES** (based on Laurillard's Conversational Framework):
 - Read/ watch/ listen: read a text, watch a video or listen to a speech/song
 - Collaborate: collaboration activities in a group
 - Discuss: discussion in whole class setting, peers or in groups
 - Investigate: search for information, compare concepts, analyse a text
 - Practice: bring into action what you have learned, present, construct
 - Produce: create an artefact, draft a script, shoot a video etc.

3. For each activity in your lesson plan identify the **TYPE OF FORMATIVE ASSESSMENT TECHNIQUE** used (e.g.: certain question and feedback techniques, peer assessment, self-assessment, formative quizzes, etc.) as well as how you plan to use the information about student learning.

ACTIVITY 1:

Learning outcomes: Understand

Remember and analyse

Type of activity:

- **No hand up technique**
- **Padlet**
- **Analyse**
- **Kahoot!**

Time: 1 lesson

Role of students: participate in plenary discussion, making the Padlet and doing the Kahoot!

Role of the teacher: plenary presentation, initiation of discussion

Description of the activity:

At the beginning of the lesson, with No hand up technique, teacher presents and explains some information about the Oral Speech that the students will prepare.

Then during the Padlet students will write questions that they come up with, while thinking about assessment of the Oral Speech.

During the discussion teacher will answer to all the questions and at the same time they will together go through the criteria.

And the last activity in this lesson will be Kahoot! Students will check their knowledge about how good are at telling the time and how well they can name daily routines. One of the activities is [HERE](#).

Formative assessment technique(s) used in this activity: As this is assessment for learning, the students will be able to check their answers immediately after the activity (self-assessment).

How will you use the information gathered about student learning during the activity or to shape following activities? The answers at the formative quizzes will give me the feedback which students have problems and where do they need help.

ACTIVITY 2:

Learning outcomes: understand, evaluate peer – assessment, create PP presentation

Type of activity:

- Discuss, collaborate, practice,
- Traffic lights _1
- Traffic lights _2

Time: 2 lessons

Role of students: repetition, creator of a presentation. Self-assessment, peer-assessment

Role of the teacher:

observer and problem-solver if necessary

Description of the activity:

The lesson will start with discussion about their knowledge, from last lesson.

Students will once again repeat telling the time. They will have their clocks. Firstly, the teacher will say the time and students will show it on the clock. Then they will do the same activity in pairs. After that they will self-assess and show me the results with “Traffic light” activity. They will just raise the colouring pencils.

Independent work: students start doing their oral presentation: MY DAY. They have to talk about their daily routine, together with time. They will first write the sentences (the criteria is at least 20).

Peer work: students will read to each other their presentation. They will discuss and give suggestions. And after that they will self-assess. With raising the colouring pencils, students will see who can help others and who needs help from others. So, they will work in groups or pairs and help each other.

Making the Power Point presentation. Students can do it by themselves, because this is not their first time; they are skilled at it.

Formative assessment technique(s) used in this activity

For both “Traffic lights” activities students just raise their colouring pencils. We practice this activity all the time. It’s quick and students know the criteria.

How will you use the information gathered about student learning during the activity or to shape following activities? The gathered information will help me to see the students’ improvement and where to guide them during the preparations of the Oral speech.

ACTIVITY 3:

Learning outcomes: evaluate

Type of activity: listen to a speech

Time: 2 lessons

Role of students: Presenters of their work, assessors of their peers' work.

Role of the teacher: Observer and assessor.

Description of the activity:

Students will present their oral speech: My Day together with the Power Point presentation.



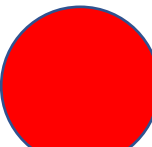
Formative assessment technique(s) used in this activity

This time we will use a rubric for peer-assessment and at the same time for teachers' assessment.



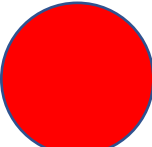
How will you use the information gathered about student learning during the activity or to shape following activities?

All the assessment will give the mark for the student' s work.

TRAFFIC LIGHTS_1!

		
I can do it!	I 'm nearly there!	I 'm not sure yet!

TRAFFIC LIGHTS_2! Self-assessment rubric after pair-work.

		
I can also help my classmates!	I can do it all alone!	I need some help from others to do it properly!

Oral Speech RUBRIC

<i>components</i>	<u>WORK IN PROGRESS</u>	<u>GOOD JOB!</u>	<u>WELL DONE!</u>
FLUENCY	There are some pauses to catch up the discourse.	The general course of the topic is good.	Expresses clearly, knowing the content and with good flow
PRONUNCIATION	There are some mistakes in the course of the exposition.	Good pronunciation.	Very good pronunciation in English.
GRAMMAR	Some mistakes in the use of grammar	Correct use of structures. Specially those studied in the unit	Use of advanced structures
VOCABULARY	Basic use of vocabulary.	The pupil uses quite a wide range of vocabulary and there isn't a lot of repetition.	The pupil uses a wide range of vocabulary and there is no repetition.

