Lesson Plan 1 – Rationale

The attainment targets for this lesson are mainly at level 2 as this is the first lesson in a series and an introduction to be built upon and up-leveled in future lessons. As this is a mixed ability class, I anticipate various learning outcomes, as listed on the lesson plan.

Before the lesson (during break),I will ensure that all presentations Websitesare open on the Interactive Whiteboard (IWB),all resources are available, the date, weather and title are on the board andexercise books are out in each pupil’s normal place. I will have a copy of the lesson plan available, highlighted at 10-minute intervals to be sure that I can check periodically on the pace.

I will start the lesson with the usual routine by inviting pupils into the classroom and asking them to sit down, take their books out and write the date, weather and title in their books, all in German. I will also display the ‘Einstieg’ activity on the boardand ask pupils to get on with it. This routine settles pupils and the activity alludes to the fact that we will be talking about and using numbers, helping pupils to recycle old language (C&A, 2000).

Once all pupils are seated in the room, I will take the register, asking pupils to answer with a number. I will then ask for answers to the Einstieg(awarding one point for each correct answer, in line with the school sanctions and rewards policy) before explaining the learning objectives. Learning objectives “help pupils to realise where they are going, what is asked of them and what potential (future) application it may have so pupils recognize the value of what is being taught” (Pachler, Barnes and Field, 2009:101).

The lesson will continue with a game of ‘Fizz Buzz’[[1]](#footnote-2) in German.The activity will revise numbers and reinforce numeracy skills. It is likely that pupils at all levels will make mistakes, which should put those with mild numeracy difficulties at ease. This starter or ‘warm up’ stage is “traditionally the part of the lesson where the teacher draws out the previous knowledge, skills and competencies individuals have already” (Walker, 2008).

I will then move on to the presentation or transmission of new language stage of the communicative approach to language teaching (CLT)(Cajkler&Addelman, 2000). I will introduce new vocabulary, starting the phrase ‘Wie spät ist es?’, displaying it on the PPT (appendix A)and asking pupils what they think the phrase means.

I will model an answer using the Website [www.teachingtime.co.uk](http://www.teachingtime.co.uk). I will explain that ‘Uhr’ means ‘o’clock’ and ‘clock’ to draw a parallel with English and ask a few different pupils ‘Wie spät ist es?’.To check the general level of understanding, I will ask pupils to put their hands down and pick pupils at random to answer.

Movingonto 2 o’clock, I will ask a more able pupil the time. If the pupil does not respond correctly, I will prompt the pupil for the number 2 in German and ask them to try again. I will continue through the rest of the hours using choral repetition (boys then girls, one half of the class, quietly, loudly). Quite a lot of time will be spent on this input stage at the start of the lesson when pupil receptiveness is highest (Pachler, Barnes and Field, 2009).

I will then introduce quarter-past and quarter-to on the online clock. I will introduce each one separately with repetitionto reinforce before moving on to explain the difference in German of saying ‘halb drei’ instead of ‘halb zwei’ for half-past two. The whole class will then repeat the phrase ‘halb …’ with different numbers and tell me in English what it means to reinforce this difficult concept.This repetition is useful in presenting and practising new language to increase familiarity with subject matter before the production stage of the lesson (Pachler, Barnes and Field, 2009).

Pupils will then discuss in pairs for two minutes how they can remember that ‘halb’ in German is not ‘half past’ as in English. They will hopefully develop ideas from one another and feel less self-conscious when providing an answer together. Pupils will then share their answers with the class and I will note some good answers on the whiteboard.

I will then show the clocks on the PPT (appendix A) with the written German next to them. Presenting the new vocabulary in this sequence will enable pupils to learn the sounds of the new phrases without the mother-tongue interference that may occur if they see them written down immediately (Chambers, 2008).

The next task moves pupils on to the production stage of CLT. While two pupils arehanding out the worksheets (see appendix B), I will ask pupils to get pens out. Not until all pupils have the sheet will I explain the task so that everyone is able to relate instructions directly to the sheet in front of them.

The worksheet enables those with literacy difficulties to be involved as they do not have to write time phrases but rather fill in the clock hands. The sheet also has space for pupils to write in their own times in German and fill in the hands on the clocks. This extension exerciseis not ‘more of the same’ but allows pupils to interact with language in a different way (moving from reading to writing) and progress (Pachler, Barnes and Field, 2009).Pupils willhave four minutes to complete the worksheet and I will display the countdown timer (in the PPT appendix A). This differentiation by time will allow some students to move on to the extension exercise.

Pupils will then swap sheets for marking. Volunteers will come up to the front to give the answers by drawing the hands on the clock on the IWB (appendix C). I will ask pupils for confirmation that the time drawn is correct and clarify that pupils should tick or cross this on their partner’s worksheet. This peer marking will not only allow pupils to assess each others’ answers but alsoprovide instant feedback and “by inviting the class to help… pupils are occupied” (Cajkler & Addelman, 2000). Pupils that have made progress on the extension task will also be asked to tell the others what times they say in German. I will also mark these sentences after the lesson.

I will then ask pupils to swap back sheets and put their hands up if they got 9, 8, etc., but to keep their hands up once they are up so as not to embarrass those students with lower marks. This will allow me to formally and formatively assess the first part of the lesson. I will ask pupils to stick the worksheets in their exercise books under the day’s date, title and weather.

Next, we will move on to 5, 10, 20, 25, 30 minutes past/to. I will give pupils a second worksheet (appendix D) on which they will fill in the time phrases as they are discussed in class. I will use gradually diminishing support or GDS(Cajkler & Addelman 2000) by asking pupils to use knowledge of German numbers to provide the answers. I will remind pupils to include their idea for remembering ‘halb’ in the space provided on the worksheet.

I will then introduce the plenary game to informally assess whole lesson learning. This will be a Total Physical Response (TPR) game in which I will say a time in 12-hour clock and the pupils must use their arms as the clock hands to show the time I have asked (DCSF Scheme of work Website ref). This provides an opportunity to work kinaesthetically. “It is wise to review the frequency of use of the techniques, approaches and resources to see that interest is not killed off” (Cajkler & Addelman, 2000:72).

I will then ask pupils to use ‘thumbs up’ or ‘thumbs down’ to indicate whether they understand how to tell the time in German. As an extension task, I will ask pupilsto say how can use their new knowledge with previous learning, prompting them to mention school timetables, as this is where the next 2 lessons will lead. The aim is to make pupils aware of the value of what they have learned and make them feel involved in future learning (Pachler, Barnes and Field, 2008).

Finally, I will ask the pupils in German to pack away, stand up and put their chairs under, before saying “Auf Wiedersehen” and dismissing the class row by row. No homework will be given as lesson two will provide an opportunity for this.

Questions for Gary: Grammar point – telling the time?

How to reference ‘soundbites’?

Introduction not yet written.

Too long but can’t cut down!

Bibliography – PPT adapted from ©MFL Sunderland 2007 ELA <http://www.sunderlandschools.org/mfl-sunderland>

TES 12/09/08, p. 43 “Your main event”, Leila Walker

Pachler and Rodondo, 2007

Cajkler& Addelman, 2000

Pachler, Barnes and Field, 2009

Rogers, 2007.

1. Pupils must say numbers in a sequence but every multiple of 3 must be replaced with ‘fizz’ and every multiple of 5 must be replaced with ‘buzz’, for example, ‘1, 2, fizz, 4, buzz, fizz, 7’. If a child gets a number in the sequence wrong, he/she is asked to sit down. The last person standing is the winner, although the game may be cut short if it continues for too long. [↑](#footnote-ref-2)