Lesson Plan 1 – Rationale

As discussed in the introduction, this lesson is the first in a series of three intended to teach pupils vocabulary for telling the time and days of the week, using which (along with previous knowledge) they will then be able to talk about their daily school/free time routines. The attainment targets for this lesson are quite low (mainly level 2) as this is the first lesson in a series and will therefore be an introduction to a new topic 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 the PowerPoint (appendix A) and SmartNotebook (appendix B) presentations and the [www.teachingtime.co.uk](http://www.teachingtime.co.uk) Website are open on the Interactive Whiteboard (IWB). I will ensure that all resources are available, write the date, weather and title on the board and put the exercise books 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 used in school for MFL lessons, namely by inviting pupils into to 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. This seems to work well as a settling routine for the pupils. I will also display the ‘Einstieg’ activity on the board and ask pupils to get on with it. The activity alludes to the fact that we will be talking about and using numbers and helping pupils to draw on previous knowledge and 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 (pupil A will say ‘eins’, pupil B will say ‘zwei’, and so on). 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.

As the lesson is part of a larger unit of work in the school’s scheme of work for year 7/8, I will explain to the pupils that they will be using the information learned today to help them eventually talk about their daily school and free-time routines. 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-0) in German. The activity will help to reinforce numeracy skills. As the game is quite tricky anyway, it is likely that a number of pupils at all levels will make 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) and will help pupils with work in the rest of the lesson.

I will then introduce the first set of new vocabulary. This is the presentation or transmission of new language stage of the communicative approach to language teaching (CLT). Cajkler & Addelman state “through transmission methods the teacher may build up on the store of language” (2000: 32). This will be reinforced throughout the lesson. In this section, I will introduce the phrase ‘Wie spät ist es?’, displaying it on the PPT (appendix A) with a picture of a clock underneath and asking pupils what they think the phrase means.

I will then model an answer, showing this on the Website [www.teachingtime.co.uk](http://www.teachingtime.co.uk) clock and saying, “Es ist ein Uhr”. I will explain to the pupils that ‘Uhr’ means ‘o’clock’ and also ‘clock’ so that they can draw the parallel with English. I will ask a few different pupils ‘Wie spät ist es?’ and invite them to respond. To check the general level of understanding, I will ask pupils to put their hands down and pick pupils at random to answer.

I will then move the online clock to 2 o’clock and ask a more able pupil “Wie spät ist es?”, who will hopefully respond with “Es ist zwei Uhr.” If the pupil does not respond correctly, I will prompt the pupil to remember the numbers in German and try again. I will continue through the rest of the hours using choral repetition, incorporating both the presentation and practice stages of CLT. 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).

To introduce the idea of quarter-past, quarter-to and half past, I will use the online clock again and ask for the pupils to repeat the phrases back to me, again the practice stage. I will introduce each one separately with repetition to reinforce before moving onto the next one, explaining the difference in German of saying ‘halb drei’ instead of ‘halb zwei’ for half-past two. I will then ask the whole class to repeat the phrases quietly, getting gradually louder, boys then girls, one half of the class then the other. 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. I will then ask pupils to discuss in pairs for two minutes how they can remember that ‘halb’ in German is not ‘half past’ as in English. Working in pairs will help them to develop ideas from one another and hopefully make them feel less self-conscious when providing an answer. Once the two minutes are up, I will ask pupils to share their answers with the class and note some good answers on the whiteboard.

Even though Healfor’s typology says that reptition is of low value, obesrvations have shown that is is useful in presenting new language to increase familiarity with subject matter before the production stage of the lesson (Pachler, Barnes and Field, 2009).

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 exercises so far will largely address the needs of auditory learners (choral repetition), with some help for visual learners (PPT presentation). All of the above introductory activities can be seen as the preparatory stages for the reading/writing worksheet, which now follows. They introduce the vocabulary needed in order to successfully complete the task, while giving pupils sufficient practice to enable production. If there is insufficient practice, production cannot take place and behaviour problems may ensue (Barnes, Pahler and Field, 2009).

Two pupils will hand out worksheets (see appendix B). While they are doing this, I will explain to pupils that they will soon have a worksheet with an activity on it that will allow them to practise what they have learned, keeping pupils on task. Once pupils have the sheet in front of them, I will explain the task. This is so that the pupils can relate instructions directly to the task.

The worksheet provides a reading activity for visual and kinesthetic learners and also enables those with literacy difficulties to be involved as they do not have to write the phrases in, simply fill in the clock hands. It is also the production stage of CLT, allowing pupils to use the language they have learned. As an extension task, 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 exercise provides gradually diminishing support (GDS) (Cajkler & Addelman 2000). It is 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 will have four minutes to complete the worksheet and I will display the countdown timer (in the PPT appendix A). This differentiation by time will allow more able students to complete more work but not make others feel they have failed.

Once the four minutes are up I will ask pupils to swap sheets for marking. I will ask for volunteers to come up to the front to give the answers by drawing the hands on the clock on the IWB (appendix C). I will check with the class whether the pupil has provided the correct answer and clarify that pupils should tick or cross this on their partner’s worksheet. Peer marking will allow pupils to assess each others’ answers, help each other with mistakes and provide instant feedback. It is also useful for classroom management as “by inviting the class to help… pupils are occupied” (Cajkler & Addelman, 2000). Pupils that have made progress on the extension task will also be invited up to the front to share their clock faces and 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, asking pupils to keep their hands up once they are up. This will allow me to formally and formatively assess the first part of the lesson without embarrassing those that have lower marks by making them put their hands up alone. I will ask pupils to stick the worksheets in their exercise books under the day’s date, title and weather.

I will then ask pupils to suggest how they might say 5, 10, 20, 25, 30 minutes past/to. I will give them a worksheet (appendix D) on which they can fill in the time phrases as they are discussed in class. I will use GDS by asking pupils to give the answers rather than providing them to the pupils, filling in the worksheet and reminding pupils to include their idea for remembering ‘halb’ in the space provided.

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. This is suggested in the DCSF Scheme of Work for German in year 7 (DCSF Scheme of work Website ref) and provides an opportunity for further variety in learning styles. “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 feel they understand how to tell the time in German. I will ask a couple more pupils how to say time phrases to check how much they have learned. As an extension to the plenary, I will ask pupils how they think they can use their new knowledge of telling the time with previous knowledge, 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, drawing on previous learning of classroom instructions, 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’?

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-0)