**Method Assignment 1 – Lesson Plan 1**

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| **Date** | **Class**  7R | **Start time**  11.35 | **Finish time**  12.35 |
| **Aim of lesson**  To use knowledge of numbers to learn how to tell the time. | | | |
| **Forward Feed from Last Lesson**  None from last lesson but revision of numbers required in order to introduce the topic of telling the time.  **Targeted Learning outcomes**  By the end of the lesson:  all pupils will be able to recognise time phrases for the 12-hour clock and say basic times (e.g. 1 Uhr).  most pupils will be able to respond to the question ‘Wie spät ist es?’ for most times using the 12-hour clock with some support.  some pupils will be able to respond to the question ‘Wie spät ist es?’ for all times using the 12-hour clock without support.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  Speaking: Fizz buzz game revising numbers, pupil responses to time questions.  Reading/writing: worksheets and answers.  Listening: Plenary game.  General: Thumbs up/down responses in plenary. | | | |
| |  |  |  | | --- | --- | --- | | **NC PoS refs** | **Attainment Targets** | **National Strategy refs** | | 1.1 (a, b), 1.2(b) | AT1 Level 3 | 7S1, 7S3, 7S4, 7S7 | | 2.1 (a - d), 2.2 (c - e) | AT2 Level 2 | 7T1, 7T5, 7T6 | | 3 (a – c) | AT3 Level 2 | 7L1, 7L4 | | 4 (a, f, g) | AT4 Level 2 | 7C2 | |  |  | 8Wl, 8W3 | |  |  | 8L1 | |  |  | 8S4, 8S6 |   **QTS refs**  Q1, Q3a, Q4, Q6, Q7a, Q8, Q10, Q11, Q12, Q14, Q15, Q18, Q19, Q20, Q22, Q23,Q24, Q25a,b, Q25d, Q26-Q33. | | | |
| **Opportunities to teach aspects of spiritual, moral, social and cultural development**  Cultural – different way of saying ‘half past’ in Germany.  Social – peer marking. | | | |
| **Opportunities to teach aspect of citizenship, numeracy, literacy and ICT**  Use of numbers in telling the time, revision of multiplication tables in ‘Fizz Buzz’. | | | |
| **SEN and G&T**  Statement – 1 pupil medical/MLD, constant supervision, vulnerable – personal safety issues.  School Action plus – 1 pupil SpLD, ASD.  School Action 4 pupils MLD L/N. 1 pupil CF – toilet pass.  G&T – official list not available. Some higher level 3 grades. | | | |
| **Materials and preparation of resources**  Pupil exercise books. Time worksheet.docx.  Time worksheet 2.docx Time.ppt (includes countdown clock).  [www.teachingtime.co.uk](http://www.teachingtime.co.uk) Website IWB presentation with clocks.  Glue sticks. Whiteboard marker. | | | |
| **Management of Other Adults ( e.g Learning Support Assistants – LSAs)**  None present. | | | |
| **Use of ICT**  Teacher use of IWB.  Pupil use of IWB. | | | |

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| **Timing** | **Teacher** | **Pupils** |
| 11.35  (2 mins) | In German, instructs pupils to enter classroom, write date, title and weather in yellow books. Work on Einstieg displayed on the IWB – unscramble words for numbers.  Takes register, asking pupils to give the next number in order. | Work silently writing in date, title and weather in German.  Work on Einstieg.  Answer register in German with a number. |
| (2 mins) | Presents pupil learning objectives (written on the WALT board prior to the lesson) in English: WALT use our knowledge of numbers to tell the time. Explain which learning styles will be used in line with school Learn2Learn policy – mixture of visual, auditory and kinaesthetic will be used at various stages of the lesson. | Listen to learning objectives. |
| 11.40  (5 mins) | Starter: Leads game of Fizz Buzz to remind pupils of use of numbers. Explains rules in German and asks pupil to explain in English. | One pupil explains the rules in English (assuming they know the game).  All participate in Fizz Buzz. Pupils sit down if they get their number wrong or do not say ‘fizz’ or ‘buzz’. |
| 11.45  5 mins | Introduction of new vocabulary - Introduces the phrase ‘Wie spät ist es?’ Shows slide on PPt and asks pupils what they think it means in English. Models an answer to the question, showing [www.teachingtime.co.uk](http://www.teachingtime.co.uk) clock face, introducing the idea of ‘Uhr’ plus numbers, relates to English ‘o’clock’ and also that ‘Uhr’ means clock. | State what they think ‘Wie spät ist es?’ means. Repeat following the model. |
| Repeats question, showing [www.teachingtime.co.uk](http://www.teachingtime.co.uk) clock face and asks pupils to respond individually using ‘es ist ein Uhr’ to check understanding. | Respond with ‘es ist ein Uhr’ |
| 11.50  (5 mins) | Asks a more able pupil what time it is showing a different time (2 o’clock) on the board. Continues asking pupils to say what time it is (full hour increments only at this stage). Corrects numbers that are not pronounced correctly but praises good work. | Respond with ‘es ist zwei Uhr’.  Others respond with correct time. |
| 11.55  5 mins | Introduces quarter-past, quarter-to and half past – explains difference in German from English and draws parallels about when we use “o’clock” and when we don’t in English and in German. Gives examples of times for choral repetition (loud/quiet, boys/girls, one side of class then other). | Repeat time phrases given. |
| 12.00  (3 mins) | In English, asks pupils to work together for 2 minutes to say how they might remember that half past in German is different. Writes suggestions on whiteboard. | Work in pairs to come up with an easy way of remembering that ‘halb zwei’ is ‘half to’ rather than ‘half past’.  Present ideas to rest of the class. |
| (2 mins) | Talks through time phrases, showing these written in the PPT on the IWB. | Repeat time phrases again as teacher talks them through the times. |
| 12.05  (5 mins) | In German, asks 2 pupils to hand out worksheets with clocks on showing various times. Once pupils have worksheets, explains task in English to ensure all are clear. Gives pupils 4 mins to complete the worksheet and displays countdown timer on IWB. | Hand out worksheets.  Listen to instructions.  Complete worksheets.  Extension task – pupils who finish early can complete their own clocks, writing the times in underneath. |
| 12.15  (5 mins) | In German asks pupils to swap sheets to mark and explains 1 mark is given for each correct answer. Checks with pupils in English that they have understood. Asks some pupils to come up to front and draw the hands on the clock on the IWB. If any are wrong, asks other pupils for confirmation of whether it is right and obtains correct answer. Asks pupils for scores (who got 16/16? etc.) and while doing so hands out glue sticks. Asks pupils to stick sheets into their books. | Come up to front to provide answers and help peers to provide correct answers.  Peer marking of worksheets (swap with partner).  Pupils who have completed their own times on the clocks also come up to the whiteboard, draw these in and tell the class the time they show.  Stick worksheets into exercise books under today’s date, weather and title. Stick worksheets in books. |
| 12.20  (10 mins) | In German, asks pupils to give out worksheet 2. Explains in German (while showing the sheet and pretending to write on it) that pupils will fill in time expressions as they go along. Introduces 5, 10, 20, 25 past/to. Asks pupils how they think they might say these using their knowledge of numbers in German. Goes through all on PPT. | Give out worksheets.  Use their knowledge of numbers to give the German for 5, 10, 20, 25 past/to and fill in worksheets.  Remember to note their rule from earlier about how to remember half-past. |
| 2 mins 12.30  (5 mins) | Plenary - Gives instructions for game in English. Says a time in German and pupils must make the shape of the time with their arms as the hands of the clock. | All pupils make the time with their arms as hands of the clock. |
| (5 mins) | Asks for feedback in English, thumbs up, thumbs down for whether they think they understand how to tell the time in German. Extension question – asks in English ‘how do you think you can use your knowledge of how to tell the time in other areas of speaking German?’ Prompt for suggestions that will lead into next session. | Pupils show their understanding using thumbs up/down.  Pupils answer extension question saying how they can use time expressions. |
| End of lesson. | Tells pupils (in German) to pack away and put chairs under. Says ‘Auf Wiedersehen’ and dismisses class row by row.  Collects books to review work on worksheets and mark in time for next lesson – giving marks for the extension task. | Respond with ‘Auf Wiedersehen’ and leave the room as instructed. |
| **Homework**  None set. | | |
| **Evaluation of pupils’ learning** | | |
| **Evaluation of teaching and suggested change** | | |
| **Targets for future lessons Teacher’s, Pupils’**  Teacher’s – Reinforce 5, 10, 20 past, etc. before moving on to days of the week.  Pupil’s – to learn days of the week and combine with prior knowledge of times/hobbies/school subjects to talk about timetables and routines. | | |