**Modern Language Method Lesson Plan Proforma**

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| **Date**  23/10/08 | | **Class**  7 | **Start time**  11.35 | | **Finish time**  12.35 |
| **Aim of lesson (plenary only)**  To determine level of learning regarding talking about pets using correct vocabulary, sentence structure and accusative case. | | | | | |
| **Forward Feed from Last Lesson**  N/a – will be determined by lesson taught in advance of the plenary.  **Targeted Learning outcomes**  By the end of the plenary:  all pupils will be able to use words for popular pets confidently.  most pupils will be able to talk about pets in a sentence using ‘haben’  some pupils will be able to talk about pets in a sentence using ‘haben’ with correct articles.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  The plenary will be used as assessment in itself with points awarded for correct structure of sentences. The use of correct endings will be monitored. | | | | | |
| **NC PoS refs, Attainment targets, National Strategy refs**  1.2a AT1 Level 2 7W1/2/4  2.1a, d AT2 Level 2 7S3/4/5  2.2c 7L4  3c  4b, g.  **QTS refs**  Q3a), Q7a), Q9, Q18, Q25b)/d). | | | | | |
| **Opportunities to teach aspects of spiritual, moral, social and cultural development**  None | | | | | |
| **Opportunities to teach aspect of citizenship, numeracy, literacy and ICT**  None | | | | | |
| **Materials and preparation of resources**  PPT with rules of the game.  Flashcards with pictures of animals (5).  A ball. | | | | | |
| **Management of Other Adults ( e.g Learning Support Assistants – LSAs)**  N/a | | | | | |
| **Use of ICT**  Using interactive whiteboard for displaying rules of the game. | | | | | |
| **Timing**  2 mins  5 mins | **Teacher**  No transitions, progression or differentiation as single task.  Explain objectives of task – “to see what you have learned about talking about pets and using ein/kein”.  Explain the rules of the game and display on IWB (see PPT with rules).  Revise haben if not done during the lesson.  Pick five volunteers to stand up and hold the cards so nobody else can see them. Explain this job required more work but can give more points!  Throw the ball to one pupil.  Awards points not on whether they guess the animal correctly but on whether sentence is correct (both questioner and responder).  Praises correct use of language and awards points.  Monitors flow of game to ensure all pupils are involved.  Corrects any incorrect language.  Ends the game at an appropriate moment if it takes too long or when all the animals have been guessed correctly.  Notes whether the ball is passed sensibly and stops the game if it is not.  Sums up any frequent mistakes and complements good work. Hands back to class teacher. | | | **Pupils**  Whole class teaching  Pupils listen to/read rules and have the opportunity to ask questions.  Pupil starts game by asking someone with a card whether they have a certain animal (Hast du einen Hund, etc.)  Pupil questioned responds with a complete sentence (Ja, ich habe einen Hund or Nein, ich habe keinen Hund).  If the question is correct, the pupil with the ball throws it to another pupil and they ask someone else with a card a question. (it doesn’t matter who).  The person holding the card sits down if the animal has been guessed.  If question is not correct, ball is returned to teacher, who chooses someone else to have a turn. | |
| **Homework**  N/a | | | | | |
| **Evaluation of pupils’ learning**  Most pupils seemed to understand the questions and answers. All were keen to take part in the game. | | | | | |
| **Evaluation of teaching and suggested change**  Task fit well with the rest of the lesson and covered exactly what they had done.  Pupils chose their friends to throw the ball to which meant not everybody got a turn. Hard to monitor who had already had it. Found it quite hard to track who had answered a question. They guessed most animals first time, which made the section quite short! If doing the lesson again, I would ask pupils to come to the front of the class before giving them the cards to make sure others didn’t see.  Did not display rules on board as I thought it would make the explanation take longer. They were fine with the rules.  To fill in time, I finished by hiding a card myself and asking them to guess the animal. Could also have asked them to name an animal that had not been on the card. | | | | | |
| **Targets for future lessons** Teacher’s, Pupils’  N/a for this task. | | | | | |