**Modern Language Method Lesson Plan Proforma**

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| **Date**  13/11/08 | | **Class**  7R | **Start time**  11.35 | | **Finish time**  12.35 |
| **Aim of lesson**  (40 minute section – overplanned in case of pace problems)  To learn how to recognise and use classroom instructions and use appropriate classroom language in German. | | | | | |
| **Forward Feed from Last Lesson**  N/a – self-contained session on classroom language.  **Targeted Learning outcomes**  By the end of the lesson:  all pupils will be able to recognise and appropriately respond to classroom instructions.  most pupils will also be able to ask questions related to the classroom in German.  some pupils will also be able to use the phrases for classroom instructions with their peers.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  The plenaries in the middle and end of the lesson will help to assess progress, as will the worksheet and matching games. | | | | | |
| |  |  |  | | --- | --- | --- | | **NC PoS refs** | **Attainment Targets** | **National Strategy refs** | | 1.1a | AT1, Level 2 | 7W2, 7W3 | | 2.1d, 2.2c | AT2, Level 2 | 7S2, 7S3, 7S9 | | 4b, c | AT3, Level 2 | 7L2, 7L4 |   **QTS refs**  Q2, Q3b), Q6, Q7a), Q10, Q15, Q22, Q25a),d), Q28, Q29, Q31. | | | | | |
| **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**  Classroom seating plan.  PPT with vocab and slides.  Laminates to match up pictures to phrases.  Blu-tak.  Useful phrases worksheet.doc  Classroom instructions vocabulary sheet.doc | | | | | |
| **Management of Other Adults ( e.g Learning Support Assistants – LSAs)**  N/a | | | | | |
| **Use of ICT**  Teacher use of PPT. | | | | | |
| **Timing** | **Teacher** | | | **Pupil** | |
| 3 mins | Starter on board showing pictures representing classroom instructions. | | | Talk in pairs about what the pictures mean. | |
| 2 mins | Present learning objectives – the aim of the lesson is to learn to recognise classroom instructions and useful classroom phrases - and ask for ideas about what the pictures mean. | | | Pupils put hands up and say what they think the pictures mean. | |
| 10 mins | Repetition of classroom instructions. Firstly with actions, then loud, quiet, fast, slow. Remove actions and just give instructions. No English given at this point. | | | Pupils follow instructions given by teacher. | |
| 5 mins | Go through powerpoint and ask pupils to give English for phrases to check for understanding. | | | Pupils put hands up to give English equivalents for phrases. | |
| 5 mins | Teacher asks pupils to give out worksheets. Teacher displays countdown clock. | | | Pupils given vocab sheet with German on. Have to fill in the English. | |
| 3 mins | Teacher asks pupils to swap sheets and puts answers up on the board. | | | Pupils check each others’ sheets and marks the answers. 1 mark given for each correct phrase (does not have to be exact, e.g. unpack is same as get your things out). One point for everyone who has them all right. | |
| 2 mins | Asks pupils to put thumbs up if they think they understand the instructions, down if not and middle if sort of understand. | | | Pupils give response to whether they understand the instructions. | |
| 5 mins | Plenary for first section/listening exercise. Simon sagt. Sir will keep an eye on them to make sure nobody stands up again that is out! | | | Pupils have to follow instructions as Simon sagt. All stand up to start with, sit down as they are out. Last one in gets a credit. | |
| 10 mins | Go through useful classroom phrases on powerpoint – quiet, loud, fast, slow. | | | Pupils repeat back. | |
| 5 mins | Teacher explains timed matching up game on whiteboard with laminates. | | | Pupils come up to front and match up pictures to phrases as fast as they can. | |
| 3 mins | Teacher asks pupils to give out second worksheet of pictures and phrases to match up. Pupils also have to write in the English. | | | Pupils complete worksheet on own, then ask partner the questions on the sheet. Partner has to guess which picture the pupil is saying and compares their answers. | |
| 2 mins | Teacher asks class for answers. Gives point for correct answer. Checks that all pupils are involved and asks those that are not putting their hands up. | | | Whole class discussion to find out the answers. | |
| 5 mins | Plenary for second section – Noughts and crosses using laminates. Gives plenty of time for pupils to come up. Offers to rest of team to see if anyone else knew if pupil gets it wrong. | | | Pupils put hands up to come out and pick a picture/German phrase. If right, they can stick it on the noughts and crosses board. If not, it is rejected. | |
|  | When leaving classroom, teacher asks pupils to give one phrase as a password to check for learning. | | | Pupils give a phrase learned today as a password. | |
| **Homework**  None given | | | | | |
| **Evaluation of pupils’ learning**  Pupils seemed to be able to repeat the long, complex phrases. More repetition done on those that were harder.  Password plenary – most pupils said “wie bitte” but could not produce the longer phrases. May need to reinforce next lesson. Plenaries worked well as a way of assessing learning.  Most could understand the classroom instructions and in Simon Says most responded correctly to the instructions. | | | | | |
| **Evaluation of teaching and suggested change**  Pace of the lesson was good. Pupils seemed to be involved but seemed to get a little distracted when repeated the words towards the end. I would perhaps in future introduce just one or two at once, repeat them more, then add others.  Vocabulary worksheets meant that pupils did not have to spend a lot of time writing down the German phrases which helped those with literacy problems. However, the worksheet did not really work as a pair exercise so I would have to be clearer in future what the worksheet is intended to do. Also, lines on the page make it look messy and unclear so better to number the phrases and give pictures a letter and have the pupils match them up that way. | | | | | |