**Modern Language Method Lesson Plan Proforma**

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| **Date**  04/12/08 | | **Class**  7R | **Start time**  11.30 | | **Finish time**  12.30 |
| **Aim of lesson (second half of lesson only)**  To teach pupils words for possessive pronouns (mein, dein, sein, ihr) and use them to describe their own and each other’s pets. | | | | | |
| **Forward Feed from Last Lesson**  Words for descriptions. Also previous learning of pets.  **Targeted Learning outcomes**  By the end of the lesson:  all pupils should be able to recognise mein, dein, sein and ihr.  most pupils should be able to use mein, dein, sein and ihr in a sentence to describe pets.  some pupils should be able to ask questions about and describe pets using possessive pronouns.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  Whiteboard activity, monitoring of pair work, homework. | | | | | |
| |  |  |  | | --- | --- | --- | | **NC PoS refs** | **Attainment targets** | **Strategy refs** | | 1.1a,b, 1.2b, 1.3a | AT1, Level 3 | 7W1, 7W2, 7W4 | | 2.1a,b,c,d, 2.2c,i,k | AT2, Level 3 | 7S1, 7S3, 7S9 | | 3,a,c,d |  | 7T5 | | 4a,b,d,e |  | 7L1, 7L4 | |  |  | 7C5 |   **QTS refs**  Q1, Q2, Q3a, Q6, Q7b, Q8, Q9, Q10, Q12, Q14, Q22, Q24, Q25a-d, Q26b, Q28, Q29, Q31, Q32. | | | | | |
| **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**  Mein, dein, sein, ihr powerpoint.  Animal flashcards.  Whiteboards, pens and cloths  Cards for pair work  Homework sheet. | | | | | |
| **Management of Other Adults ( e.g Learning Support Assistants – LSAs)**  NTA supporting NF with writing. | | | | | |
| **Use of ICT**  Teacher use of whiteboard to present new information and play game. | | | | | |
| **Timing**  5 mins  5 mins  10 mins  5 mins  5 mins  10 mins  5 mins  5 mins  5 mins  5 mins | **Teacher**  Invites pupils to come into classroom, and get on with starter in their green books: Unscramble the animals.  Asks pupils for answers. One point for each correct answer given. Any pupils with 5 correct get one point. Extra point for anyone who can say why some are in different colours.  Recaps on words for animals with sounds on PPT. Then does reveal exercise.  Introduction of new vocab.  Asks pupils how in English you would say that something belongs to you?  Slide on possessives – goes through with pupils. Reminds pupils of ‘meine Schwester’ ‘mein Bruder’.  Go through the words for my, your, his, her on PPT in German. Choral repetition.  Recaps on words for ‘a’ and ‘the’ and how these relate to possessives.  Asks pupils to work together for 3 minutes to decide how they would remember the possessives.  Writes good ideas on whiteboard.  Uses animal flashcards for choral repetition.  Hands out whiteboards and pens. Gives pupils 30 seconds to scribble on them but no rude words, insults or rude drawings!  Uses animal flashcards and says ‘mein Hund’, ‘sein Fisch’, ‘ihre Katze’, etc. Pupils must write down ‘my’, ‘your’, ‘his’, ‘her’ in ENGLISH. Checks for understanding.  Speaking. Gives pupils a set of cards per pair. Pupils must take one card from each pile and (my, his, her, your and animals) and describe the animal starting the sentence with the correct possessive. Must say at least what size it is and have a go at hair colour if relevant. Models an answer using the example on PPT. Checks for understanding and mentions that one or two pupils will be asked to present their answers afterwards.  Hands out worksheet and explains homework – fill in gaps with correct form of ‘my, your, his, her’ and translate into English. Stick it in books - Checks for understanding.  Plenary – tells a story and gets pupils to stand up in groups if teacher shouts ‘mein’ etc. Asks pupils how comfortable they feel with mein, dein, sein, etc.  Tells pupils to pack away in German. Dismisses class. | | | **Pupils**  Pupils unscramble the animals on the board. Write answers in books.  Pupils give answers and mark their own books.  Pupils give words for each animal and then guess which animal is being revealed.  Pupils say how these words would change it they were saying something belonged to them.  Write down description of possessives in English in yellow books.  Copy table into yellow books.  Repeat words.    Pupils say the words for a and the.  Copy down table for masculine, feminine and neuter forms of possessives.  Group work – come up with ideas for remembering the possessives.  Pupils doodle then clean whiteboards.  Pupils write down ‘my’, ‘your’, ‘his’, ‘her’ on whiteboards.  Work in pairs to describe the animals using the correct possessives.  One or two pupils give examples of what they have done.  Pupils write homework in planners.  Pupils stand up in groups. | |
| **Homework**  Fill in the gaps with the correct form of possessive and translate the sentences. | | | | | |
| **Evaluation of pupils’ learning**  Pupils were all able to respond well to the whiteboard task and able to give the correct answer. All responded well to the game at the end, standing up at the right times.  Pupils were on-task during the speaking activity and making up animals using the correct possessives. | | | | | |
| **Evaluation of teaching and suggested change**  See detailed evaluation for this week (w/e 05/12/08) | | | | | |
| **Targets for future lessons** Teacher’s, Pupils’  Teacher’s:  To make use of resources such as whiteboards for longer exercises.  To set and level a reading exercise.  Pupils’:  To develop skills in reading and writing and to learn the words for other family members. | | | | | |