**Modern Language Method Lesson Plan Proforma**

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| **Date**  05/12/08 | | **Class**  7R | **Start time**  11.30 | | **Finish time**  12.30 |
| **Aim of lesson (second half of lesson only)**  To consolidate learning of possessive pronouns (mein, dein, sein, ihr) and teach the words for family members. | | | | | |
| **Forward Feed from Last Lesson**  Words for descriptions. Also previous learning of pets. Words for possessives.  **Targeted Learning outcomes**  By the end of the lesson:  all pupils should be able to use the words for family members.  most pupils should be able to use possessives in a sentence to describe pets/family.  some pupils should be able to use possessive pronouns correctly, giving the correct endings without support.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  Whiteboard activity, descpriptions writing, homework sheet. | | | | | |
| |  |  |  | | --- | --- | --- | | **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**  Families – not all are the same. | | | | | |
| **Opportunities to teach aspect of citizenship, numeracy, literacy and ICT**  None | | | | | |
| **Materials and preparation of resources**  Possessives and family members powerpoint.  Whiteboards, pens and cloths  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. | | | | | |
| **Timing**  5 mins  3 mins  10 mins  2 mins  5 mins  5 mins  5 mins  10 mins  10 mins  5 mins | **Teacher**  Invites pupils to come into classroom, and get on with starter in their green books: Spot the mistake.  Asks pupils for answers. One point for each correct answer given.  Recaps on words for brother/sister.  Gets pupils to ask each other ‘Hast du Geschwister?’  Introduction of new vocab. Asks pupils what other family members you might want to talk about.  Presents new vocab on PPT with repetition. Asks pupils how you would say ‘the father’, etc. Shows picture before written word.  Asks pupils to write the new words down in back of yellow books. Checks for understanding.  Kim’s game – what’s missing? Checks for understanding.  Goes back to table with possessives in different genders. Explains each column and asks pupils ‘if I am talking about mother, which is feminine, I’ll be in this column. If I want to say, ‘your’, which word will that be? Checks for understanding.  Asks pupils to copy table into front of yellow books. Checks for understanding.  Sets homework – hands out sheet from last lesson to complete correct form of possessive. Checks for understanding.  Hands out whiteboards. Displays slide with family members and says in English ‘my mother, etc. pupils have to write the German. Checks for understanding and awards points for all those who are right. Goes through several, using all possessives and genders.  Asks pupils to write 3 funny descriptions of animals or family members and draw a picture. Tells pupils that this work will be given a level. Reminds them what levels are.  Plenary – pupils against teacher. Explains that pupils have to complete a sentence starting with a possessive and ending with ‘punkt’ when appropriate. If they manage to do it, they win, if they don’t, teacher wins (or mark). At the end of the game, if the pupils have more wins than teacher, they all get a point so have to work together.  Asks pupils in German to pack away, says Auf Wiedersehen and dismisses class row by row. | | | **Pupils**  Pupils write answers in books.  Pupils give answers and mark their own books.  Pupils give words for siblings and ask and answer ‘Hast du Geschwister?’.  Pupils say words for other family members. Repeat new vocab.  Say what ‘the’ might be for masc, fem.  Pupils write down new vocab.  Guess which person has been removed from the screen.  Give responses to questions about possessives.  Pupils copy table into books.  Make a note of homework in planners.  Write on whiteboards to show they know the answers.  Work individually to write three funny descriptions and draw pictures.  Complete full sentences about family/pets and descriptions. | |
| **Homework**  Fill in the gaps with the correct form of possessive and translate the sentences. | | | | | |
| **Evaluation of pupils’ learning**  Pupils seemed to understand the possessives and use them correctly, even if the endings were not all correct. I think I may have confused the by trying to explain that even though ‘his’ is possessive for a male, the object may be feminine or neuter. The homework should show how much pupils have learned. | | | | | |
| **Evaluation of teaching and suggested change**  I planned the lesson thoroughly and had a good range of activities. I asked pupils to work on the starter together if they wanted to as it was a spelling activity and I did not want to alienate anyone with dyslexia. I think I should spend more time with Mahboob and check for understanding more.  I handed out the homework in the middle of the lesson giving sufficient time for checking for understanding and asking questions.  The whiteboard activity was done well and pupils seemed to have grasp the concept behind possessives. All joined in when I was introducing the new vocabulary and remembered the words for family members well.  The plenary was excellent and I would like to play this game again – pupils got very involved and helped each other along. There was a definite team spirit. The next time I would add more rules such as ‘no words can be repeated’ so that they are encouraged to expand their vocabulary.  I would make absolutely sure I have a clear explanation for grammatical concepts before trying to explain these to the pupils as the way I explained possessives got a bit confusing for the pupils. I will also check these explanations with other teachers to ensure they are clear. | | | | | |
| **Targets for future lessons** Teacher’s, Pupils’  Build on knowledge of descriptions to teach pupils words for characteristics and reinforce words for family members.  Set a reading/writing/speaking task (film speaking task?) that can be assessed and levelled. | | | | | |