**Modern Language Method Lesson Plan Proforma**

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| **Date**  09/12/08 | | **Class**  7T | **Start time**  14.30 | | **Finish time**  15.30 |
| **Aim of lesson (first activity only)**  To consolidate learning of hobbies. | | | | | |
| **Forward Feed from Last Lesson**  Words for hobbies and ‘ich spiele’.  **Targeted Learning outcomes**  By the end of the lesson:  all pupils should be reminded for the words for hobbies.  most pupils should be able to say which sports they play.  some pupils should be able to ask pupils what they play and respond without support.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  Formative and informal – pupil responses to odd-one-out and reveal activity. Pupil ability to lead reveal activity. | | | | | |
| |  |  |  | | --- | --- | --- | | **NC PoS refs** | **Attainment targets** | **Strategy refs** | | 1.1a, 1.2a, 1.3a, 1.4a | AT1, Level 3 | 7W1, 7W3, 7W7, 7W8 | | 2.1a,b,c, 2.2c,d,e,j | AT2, Level 3 | 7S1, 7S2, 7S3, 7S4, 7S9 | | 3a,b,e |  | 7T1 | | 4b,d,g |  | 7L1, 7L2, 7L4 | |  |  | 7C2 |   **QTS refs**  Q1, Q2, Q4, Q6, Q7a,b, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q17, Q18, Q19, Q20, Q22, Q25a-d, Q26a,b, Q28, Q29, Q31, Q33. | | | | | |
| **Opportunities to teach aspects of spiritual, moral, social and cultural development**  Sports in different countries – Handball in Germany. | | | | | |
| **Opportunities to teach aspect of citizenship, numeracy, literacy and ICT**  Literacy – reading and recognising odd-one-out. Bring in different word forms, as well as obvious answers. | | | | | |
| **Materials and preparation of resources**  PPT with starter and reveal activity. | | | | | |
| **Management of Other Adults (e.g Learning Support Assistants – LSAs)**  NTA - whole class speaking work so no specific support planned. | | | | | |
| **Use of ICT**  Teacher use of PPT. Pupil use of PPT to lead the game. | | | | | |
| **Timing**  5 mins  5 mins  10 mins | **Teacher**  Invites pupils to come into classroom, and get on with starter: Odd one out. Tell pupils there may be more than one answer and see how many they can think of. Awards a point to anyone who comes up with a good answer.  Hands back wanted posters and explains that the poster was levelled even though pupils hadn’t been told this in advance. Explains that most had a good go at it and that everyone should make sure they complete written work before drawing pictures. Praise the work done – lots of good endings of words and some opinions given which gives level 3.  Reveal activity: Tells pupils that several sports will come up and they should guess which one it is. Takes a lot of answers early on before picture becomes too obvious.  If pupil guesses the picture, they can come up to reveal the next one and ask the question, “Was spiele ich?” Awards a point to anyone who answers with a good sentence.  Once all revealed, complements pupils on good work and asks some pupils “Was spielst du?”.    Hands lesson over to class teacher to continue. | | | **Pupils**  Pupils write answers in books – check with Amy which one.  Get wanted posters back and stick them in their books.    Put hands up to answer which sport is being revealed – must use sentence “Du spielst Fussball!”. If correct, come up to front to reveal next sport (teacher tells them which one it is). Must ask “Was spiele ich?” before taking each answer.  Pupils answer with “ich spiele…” | |
| **Homework**  None set. | | | | | |
| **Evaluation of pupils’ learning**  Pupils had not previous learned ‘ich schwimme’ so that threw them in the odd one out activity. They did well guessing the sports and were able to say most sports. | | | | | |
| **Evaluation of teaching and suggested change**  As the previous lesson had not gone well, I went straight into this lesson feeling uncomfortable. The class was late getting in and it took a little while to settle them. I gave pupils their homework back, which took a while as I didn’t know all the pupils’ names but it was a worthwhile exercise to help me learn them. I explained the levels that they had but forgot to mention that I had given some people points and also forgot to ask them to stick it in their books. There was also one sheet I gave back that didn’t have a name on – I forgot to record the mark once I had found out who it belonged to.  The odd-one-out activity was good with all pupils engaged but as they had not learned ‘schwimmen’, this threw them a little bit. Amy managed to get my attention and highlight this!  In the reveal activity, I started by asking what the sport was and saying ‘yes, that’s right’ too early. I should have left this, let lots of people guess and then when the sport was revealed, give an answer. Having said that, most pupils were engaged and seemed to enjoy the activity. Slowing it down may have encouraged more pupils to put their hands up. I had intended to ask pupils to come up to the front to reveal the picture themselves but forgot to do this.  I did manage to point out and highlight the difference between ich spiele and ich spiele gern, which pupils seemed to grasp. | | | | | |
| **Targets for future lessons** Teacher’s, Pupils’  Teacher: To not let problems from previous lessons throw me for the next lesson. To make sure I know what pupils have already learned. To refer to my lesson plan if I am stuck.  Pupils: to talk about what hobbies they have/don’t have. | | | | | |