**Modern Language Method Lesson Plan Proforma**

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| **Date**  19/03/09 | | **Class**  GN1002 | **Start time**  08.30 | | **Finish time**  09.30 |
| **Aim of lesson**  To talk about and understand people talking about film in Germany. Grammar focus: separable verbs. | | | | | |
| **Forward Feed from Last Lesson**  Reminder of vocab for film – putting sentences in correct order.  **Targeted Learning outcomes**  By the end of the lesson:  all pupils will be able to talk about what films they like.  some pupils will be able to add more detail and use separable verbs correctly.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  Formal, formative: Answers to reading questions.  Informal, formative: Discussion of text.  Formal, formative: Paragraph about what films they like. | | | | | |
| **NC PoS Refs, Attainment Targets, Framework Refs**  AT1 – Discussion with partner about content of text.  AT2 – Discussion with partner about content of text/class discussion about film in Germany.  AT3 – Reading comprehension.  AT4 – Creation of own text about films. | | | | | |
| **Opportunities to teach aspects of spiritual, moral, social and cultural development**  Cultural – film in Germany. | | | | | |
| **Opportunities to teach aspect of citizenship, numeracy, literacy and ICT**  Literacy: Reading exercise, pulling out relevant information. | | | | | |
| **Materials and preparation of resources**  090319 film.ppt  Reading questions. | | | | | |
| **SEN and G&T**  No SEN. G&T – see markbook. | | | | | |
| **Differentiation**  No differentiated activities provided. Differentiation through outcome of writing exercise. | | | | | |
| **Management of Other Adults ( e.g Learning Support Assistants – LSAs)**  None. | | | | | |
| **Use of ICT**  Teacher use of IWB. | | | | | |
| **Timing** | **Teacher** | | | **Pupils** | |
| 08.30  (5 mins) | Gives out vocab test.  Asks pupils to write out sein and haben as part of test. | | | Complete vocab test.  Write out sein and haben. | |
| 08.35  (5 mins) | Asks pupils to swap tests and mark.  Any pupil with less than sixteen will be given an H code. Others given stamps.  Makes a note of scores in markbook. | | | Mark tests and give scores. | |
| 08.40  (5 mins) | Displays text on board and hands out text/headlines. Asks pupils to match text with headlines. | | | Work in pairs to match each headline to a paragraph. | |
| 08.45  (15 mins) | Asks for answers then asks pupils to stick text in books and close books.  Running dictation – Gives each pair a paragraph each. One half of pair comes up to front and reads a sentence from a paragraph of the text, remembers as much as possible then tells partner what was said. Gives 5 minutes to complete as much as possible.  Goes through text. | | | Stick text in books.  Person 1 comes up to front, remembers line of text then goes to tell person 2. Person 2 then comes up to front to remember next line of text. Then swap. | |
| 09.05  (10 mins) | Grammar focus: Imperfect tense. Explanation of when used and introduction of endings.  Asks pupils to highlight examples of the imperfect in the text. Also write infinitives. | | | Highlight imperfects and make list of imperfect form and infinitives. | |
| 09.15  (10 mins) | Asks pupils to write a short paragraph on one of the possible questions. Include an imperfect tense. | | | Write short paragraph about kinds of films they like.  Include an imperfect tense. | |
| 09.25  (5 mins) | Plenary:  Imperfect tense splat.  Asks pupils to pack away. | | | Play splat. | |
| **Homework**  None set. | | | | | |
| **Evaluation of pupils’ learning**  Those pupils who had a retest had not learned the vocab requested from last week and half of the class had not learned vocab for this week. By the end of the lesson, pupils were able to pick out the imperfect tense from a text and thereby understand the text better. | | | | | |
| **Evaluation of teaching and suggested change**  I had planned too much into this elesson but was able to leave out the running dictation and spend more time on the imperfect tense. The vocab tests ran late as some pupils had two to do and I made it clear to the pupils that more would be expected when I next took the lessons after Easter.  Pupils worked well matching the text up to the parapraphs and all were on task. However, when sticking the text in their books, this seemed to take quite a long time. I started to explain the imperfect tense while they were sticking the text in their books but this meant they weren’t listening during the explanation so I therefore had to start again. | | | | | |
| **Targets for future lessons Teacher’s, Pupils’**  Teacher’s: Find an alternative to sticking a match-up text in books.  Pupils’: Vocab learning and grammar. | | | | | |