**Modern Language Method Lesson Plan Proforma**

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| **Date**  19/03/09 | | **Class**  GN803 | **Start time**  09.30 | | **Finish time**  10.30 |
| **Aim of lesson**  To learn how to say where we lost things, what they look like and put together in an information gap exercise. | | | | | |
| **Forward Feed from Last Lesson**  Starter activity – unjumble the words.  **Targeted Learning outcomes**  By the end of the lesson:  all pupils will be able to say what they have lost and where.  most pupils will also be able to say what they have lost, where and what it is made of.  Some pupils will be able to say what they have lost, where, what it is made of and add a time phrase.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  Informal, formative: Unjumbling starter  Formal, formative: Information gap. | | | | | |
| **NC PoS Refs, Attainment Targets, Framework Refs**  AT1 – Information gap and introduction of new language.  AT2 – Information gap.  AT3 – Reading text – answering questions about what she has lost.  AT4 – Writing answers in information gap. | | | | | |
| **Opportunities to teach aspects of spiritual, moral, social and cultural development**  Social: Working with other classmates to find their ‘pairs’. | | | | | |
| **Opportunities to teach aspect of citizenship, numeracy, literacy and ICT**  Team work in plenary. | | | | | |
| **Materials and preparation of resources**  090319 Lost property 2.doc  Information gap sheet – was hast du verloren.doc. | | | | | |
| **SEN and G&T**  See mark book. | | | | | |
| **Differentiation**  Extra information (vocab) provided on information gap sheet. Extra information that pupils can ask for. | | | | | |
| **Management of Other Adults ( e.g Learning Support Assistants – LSAs)**  None | | | | | |
| **Use of ICT**  Teacher use of IWB. | | | | | |
| **Timing** | **Teacher** | | | **Pupils** | |
| 09.30  (10 mins) | Explains lesson objectives.  Gives vocab test. | | | Copy down date, title and Objective.  Complete vocab test. | |
| 09.40  (5 mins) | Starter: Unjumble the words | | | Unjumble words to say what has been lost. | |
| 09.40  (5 mins) | Introduction of new (but some known) vocab: Saying where you have lost it.  Asks pupils to write down. | | | Repeat new vocab.  Write down new vocab. | |
| 09.45  (5 mins) | Reading exercise:  Asks pupils to work in pairs to see if they can answer all 5 questions on the board. Some are new items. | | | Work in pairs to see whether they can answer all five questions on the board. | |
| 09.50  (5 mins) | Asks for answers to questions. | | | Give answers.  Mark their own work. | |
| 09.55  (5 mins) | Introduction of new (and known) vocab: Materials and colours.  Write down 4 materials. | | | Repetition of new vocab.  Write down the materials. | |
| 10.00  (5 mins) | Introduction of times. | | | Write down time phrases. | |
| 10.10  (15 mins) | Starts information gap activity.  Displays on PPT and explains what pupils have to do.  Hands out sheet while checking for understanding.  Monitors, checks that German is being spoken and checks for accuracy. | | | Complete information gap activity finding other people that have lost the same thing as them. | |
| 10.25  (5 mins) | Teacher vs pupil: Sentence one word at a time about what they have lost.  Asks pupils to pack away. | | | Give words for sentence one word at a time about what they have lost. 1 point to class if right, 1 to teacher if wrong.  Pack away. | |
| **Homework**  None set. | | | | | |
| **Evaluation of pupils’ learning**  By the end of the lesson all pupils were able to create a sentence in which they talked about what they had lost. The information gap did not reveal whether or not they could do this as they did not really do it as planned and I did not explain clearly enough that the items were the same but where they had lost it was not necessarily the same. This caused confusion that impeded conversation and learning. Vocab tests showed good levels of learning for opinions about transport. | | | | | |
| **Evaluation of teaching and suggested change**  Timings and planning for this lesson were thorough. However, when I explained the main information gap activity, I forgot to leave out an important piece of information that was displayed on the board! This lead to some confusion. However, the pupils enjoyed being able to move around and seemed to know at the end of the lesson the various phrases to say what they had lost. | | | | | |
| **Targets for future lessons Teacher’s, Pupils’**  Teacher’s: Make sure I make all instructions absolutely clear.  Pupils’: Role play exercises / speaking activities that ensure everyone has the opportunity to practise. | | | | | |