Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS
ELT PLAN TEMPLATE

Complete with the information about you

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Select the type of plan

Lesson plan	Activity plan	Task plan	Project plan
x			

Write a few lines about the usefulness of this plan for the Colombian English teachers
Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

Author's remarks
This lesson plan, though intended for 9th graders, can be implemented from 8th to 11th grade since what is challenging for students is not the topic, but the reading strategies they must develop. First of all, according to standardized tests (SABER) inferential reading it is one of the toughest strategies and, in this lesson plan, the teacher does not give the answers but tools for them to improve. Second of all, it provides different ways to assess the learner's competence. Moreover, it is designed to lower the affective filter and use ICT resources to trigger self-learning and, eventually, transform the students into critical thinkers.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age	
9th	4 hours	35	15 years old	
Area		**English level**		
Rural	Urban X	A1 X	A2	B1

Select the curricular axe or focus

Curricular Focus / Axes	
Environmental / Sustainability Education	X
Sexual / Health Education	
Construction of Citizenship / Democracy / Teenagers	
Globalization	

Complete with information about the content and methodological approach of the plan

Topic	Global warming		
Module / Unit	Module 3 Unit 1		
Language focus	Language Function	Language skills	Vocabulary
	Asking for and giving information about the environment	Reading	Animals, global warming
Principles / approach	Project-Based Learning		

In "Aim", state what the learning goal is, in other words, what you want your students to achieve by the end of the session.

In "Subsidiary aims", relate the language skills (communicative and <u>linguistic</u>) students need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centred, specific, measurable, achievable, realistic, and action oriented.

Learning objectives	
Aim	By the end of this lesson, students will be able to improve reading comprehension through the development of inferential reading strategies.
Subsidiary aims	By the end of this lesson, students will be able to … ● Use strategies to understand inferential reading text types. ● Argument answers with information extracted from the text. ● Give piece of advice or suggestions on the subject using structures or vocabulary studied in class.

List all the materials needed for this plan. Please, do not include any picture or photograph.

Materials needed
● "So, What is Climate Change" Worksheet • "Global Warming" video • Random name picker ● English CDS Facebook group • TV, DVD, etc

Write the name for each state of the plan. Then in the "Procedure", write a detailed description of what the teacher and students do at each stage of the session.

Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.

Use these conventions: T= teacher   S= students   Ss= students

Stage	Procedure	Time and Patterns of interaction

Warm up: Ice-breaker	The teacher (T) greets the class and begins with a game called "As many words as you can" in which groups should say all the words they remember from the previous class. Rules are: 1. They must stand up and say the word and sit back down. 2. They cannot repeat words in the same round. 3. They must be fast. 4. They must respect each other's turn if not, the participant group will give points to the other groups but their own.	15 minutes SS-SS GROUP WORK
	Assessment: Describe here the assessment practice the T implements in this stage if applicable. For example, self-assessment, peer-assessment, classroom assessment technique, test, etc. Also, describe how the T provides feedback.	
Introduction: Introducing language Pre-?	Before beginning T hands out some post-its so SS can assess the class by using the KWL model. Then T shows a video about global warming so that students make a connection between the vocabulary of the game and the topic of the class. In addition, students are expected to differentiate between the global theme (Global Warming) and how it impacts life on the planet. All of the above stimulating prediction and inference strategies.	15 MINS T-SS
	Assessment: Using KWL model, SS start by stating what they KNOW about the topic.	5 MINS SS-T INDIVIDUALLY
Practice: Controlled practice While-?	After listening to the answers, the teacher reads some of the post-it notes regarding what the students Know about the topic. Then she hands out the reading material. When everyone has their reading material, the three phases to work are indicated: Before, during and after reading. Before: The teacher asks students questions about whether they can guess what the reading is about just by looking at the title, the images and the words in bold. T listens to the answers emphasising on the way they should answer. To do this, the "It says, I say, so…" model is used (He says, I say, then…). Some post its about what they want to know about the topic are read. The students answer and after listening to the answers, they proceed to make a group reading aloud. During: Some students read the text aloud while others follow the reading mentally and the teacher writes unknown words on the board and others in which the students had pronunciation mistakes.	25 MINS T-SS SS- SS GROUP WORK
	Assessment: Continuing with the KWL model, SS say what they WANT to know generally speaking (the topic, tools, ICT resources, etc)	5 MINS SS-T INDIVIDUALLY
Production: Freer practice Post-?	After: After reading, the teacher analyses the unknown vocabulary and makes corrections to the words that were improperly pronounced. Students should answer five multiple-choice questions in their groups, emphasizing that they should argue their answers. SS use again the "It says, I say, so…" model. When students have had enough time to answer the questions and discuss their answers, an online tool called Random Name Picker is used to select which group answers the question.	15 MINS SS- T GROUP WORK

	The students answer the question and say their reasons for supporting it, after listening to them the teacher asks the other groups whether or not they agree and listens to their reasons.	15 mins SS-SS
	Assessment: Peer assessment -Sandwich feedback. SS share between each other opinions about the answers given by saying a positive comment, areas to improve, and a positive comment again such as: "You used the 'It says, I say, so…' model, next time you should improve your reasons, but your pronunciation was really good"	
Wrap-up	To finish the class, T carries out the assessment of the class by analysing with the students the notes they wrote in English about what they know, what they want to learn and what they learned. Likewise, students can leave suggestions in Spanish about the class evaluating it and the teacher about aspects such as activities, resources, methodology, among others. Finally, they are assigned a task, which is to write in the Facebook group called English CDS, a tip on how they from their homes are doing to lessen the causes of climate change taking as reference some ideas of the text read in class. The tips will be assessed according to the following writing rubric:	15 mins T-SS

Criteria	Scale (From1 : Bad to 10:Excelent)
1. Tip coherent to the topic	
2. Good use of grammar	
3. Use of netiquette (greeting, name, tip, farewell and politeness)	
4. Creativity (picture, video, meme, status, etc)	

Assessment: Slef-marking: students can leave suggestions in Spanish about the class evaluating it and the teacher too, regarding aspects such as activities, resources, methodology, among others.

List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.

Implementation alternatives

- If the teacher does not have ICT resources it is not a problem at all, as the lesson is focused on reading strategies, so he or she can bring some pictures to the class to illustrate some of the major environmental problems in their community.
- By the end of the week students can create posters about what they have learned, even if there is any inconvenience in using Facebook groups, students can do this step on the Posters in a way of carry out peer assessment too.
- Keep in mind the SEN students, so assign them responsibilities as materials' distributor, game checker, adapted material (with word bank, special format or font, key concepts in bold, etc)
- The tips given by your students in the Self- marking assessment can be used later on for a blog or a poster presentation about the topic.

Write the key word for each category based on the content of this plan. For example:
Topic: environment   Skill: reading   Linguistic: should   Vocabulary: animals, environment

Key words				
topic	**skill**	**linguistic**	**vocabulary**	**grade**
Environment	Reading	Present simple, should	Animals: wild: Lion, tiger, snake, birds. Domestic/Pets: cats and dogs. Global warming: weather, clouds, rain, snow, pollution, hot, cold.	9th