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| Teacher’s Name: | Karol Barrios | Level: | Low intermediate | # of Students: | 6 | Date: | 05/06/2014 |

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| Action Points from previous teaching:  (Based on your own reflection, and feedback from trainers and peers, what are two things that you will try to do in this lesson to help your own learning as a teacher?) | I will try to use at least one CCQ after each instruction.  I will try to monitor SS while working.  I will monitor the time I use in each activity to complete all of them |

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| What skill and content are you teaching? (Check the main lesson focus; also provide details / list of items)  Culture  Grammar/vocabulary  Speaking **Listening**  Reading Writing | **Listening strategies for skimming for main idea, scanning for details, and recognition of vocabulary: blab (V), jump to conclusions (p.v.), wreck (N), be in a jam (V), tough (A), pull into (p.v.)** |

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| Main Objectives: (What do you want the Ss to be able to do with the new material that they couldn’t do before?)  (there might be subsidiary objectives. Feel free to include them. | **SWBAT: demonstrate comprehension of the text “A Car Accident” by retelling the story with detailed information from the text so that SS share similar experiences about the topic in a pair work activity.** |

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| Assumptions: (What do your students already know what can they already do in relation to today’s lesson?) | **I know / expect that my students are familiar with the words about car accidents** |

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| Challenges/Opportunities for Teaching: (What will be new for your students? What aspects of the lesson do you anticipate they might find challenging / difficult?) | **They might want to listen and understand every word for the skimming exercise. I could take 3 times for them to skim it.**  **They might find the word lane and contest due to their similarities with Spanish.**  **Some SS might have different familiar views about car accidents and reactions** |

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| Solutions for challenges: (How will you avoid and/or address these problem areas in your lesson?) | **In order to remedy/avoid these potential challenges I plan to...**  **I will go over the skimming exercise answer by CCQing the concepts and also by clarifying the words from the vocabulary**  **In the post activity, I will give a space for the students to talk about their experiences with car accidents.** |

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| Assessment: (How will you assess to see that Ss are ready to move on to the next stages of the lesson or have reached the final learning objective?) | **If the students are successful at answering the exercise or need another chance to read** |

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| **Time** | **Framework PDP**  **And stage objectives** | **Activity, Procedure/Steps- describe the essence of the activity**  **What will the Teacher say/do? What will the ss hopefully say and do?** | | **Focus: S; S-S; T; T-S** | **Materials/Aids  VAKT** |
| **5** | **Pre**  **Activating schema** | 1. Activity or task: Discussing relationship with vocabulary and items | | T-S, S-S | **V/K/A**  **PPP Pictures** |
| Teacher:  1. T shows some pictures and asks SS to create a relationship among them.  2. T elicits SS answers and share answers with the rest of the class. | Students:  1. SS have to guess the relationship among the different items.  2. SS share their opinions/relationships in pairs. |
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| **5** | **Pre**  **Encounter Vocabulary** | 2. Activity or task: Pictures | | T-S S-S  S-S | **VTK**  **White board**  **PPP Pictures**  **Blab, jump to conclusions, wreck, be in a jam, pull into, tough** |
| Teacher:  1. Task SS some questions about the picture to elicit SS answers.  2. T explains what each word means and shows pictures that represent them. | Students  1. SS write answers on the board.  2. SS repeat the words to their classmates understand meaning. |
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| **5** | **Pre**  **Clarify Vocabulary** | 3. Activity or task: Pronunciation chain/looking at pictures and repeating the words/ Pictonary | | T, T-S | VTK  White board  PPP Pictures  **Blab, jump to conclusions, wreck, be in a jam, pull into, tough** |
| Teacher:  1. T passes words and SS have to pronounce it (3Times) going around the class.  2. T writes the words on the board and they match them with the picture and repeat the word after the teaching pointing them out. | Students:  1. SS pronounce the words to themselves going around the class.  2. SS match words and pictures and repeat the word after the teacher. |
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| **5** | **Pre**  **Remember Vocabulary** | 4. Activity or task: Fill in the gaps moving around | | T-S  S-S | **V/K/T/A**  **Papers with descriptions and vocabulary sets.** |
| Teacher:  1. T gives SS a set of 6 vocabulary words and they look at the pieces of description and choose what better fits with it.  2. T tells students to go around and check their answers with a partner. | Student:  1. SS associate words and description around the class.  2. SS check answer with a partner |
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| **3** | **Pre prediction** | 5. Activity or task: Make a prediction | | T-S  S-S | **V/T/K/A**  **Other pictures**  **(letters, photos,etc)** |
| Teacher:  1. T asks SS choose a picture and guess what is going to happen according to what is on the pictures. | Students:  1. SS check pictures and make their predictions about what they think is going to happen. |
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| **5** | During  1st Task | 6. Activity or task: Skimming for the gist | | S | **V/A**  **CCQS**  **Paper Questions** |
| Teacher:  1. T writes what the story from the audio is about and pastes 3 different papers around the class with the possibilities for guessing.  2. T reads the papers and tell SS to Stand up if they think that the correct, and stay seated if the statement is wrong.  3. T asks SS to read the options fast and compare with their classmates what it is about. | Students:  1. SS read statements in silence.  2. SS read fast for one min and compare answers with their classmates. |
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| **5** | During  2nd Task | 7. Activity or task: Multiple choice | | S | **V/A/T**  **Multiple choice**  **Color Sticks**  **A: green**  **B: Yellow**  **C: Purple** |
| Teacher:  1. T gives SS a multiple choice exercise.  2. T tells SS to compare their answers with a partner.  3. T checks understanding by using colored sticks. | Students:  1. SS listen and check multiple choices individually.  2. SS compare answers. |
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| **5** | During  3rd Task | 7. Activity or task: Retelling the story | | S-S | **A** |
| Teacher:  1. T gives some min to SS to listen to the audio  2. T tells students to retell the story according what they listen to before in pairs. | Students:  1. SS listen to stories about the listening and later, they retell the story. |
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| **5** | Post | 7. Activity or task: Sharing a personal story about family ties similar to the text | | S-S | **AK** |
| Teacher:  1. T tells students to share their stories at least with 2 or 3 people in the class using or 2. words of the vocabulary at least 2  3. T monitors SS  4. T asks to hear at least 2 conversations | Students:  1. SS think about a story  2. SS share their stories by using 3 words  3. SS answer questions in a mingle activity. |