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| **Teacher’s Name:** | Karol Barrios | **Level:** | Low Intermediate | # of Students: | 4-5 | Date: | 4/28/14 |

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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?) | 1. I will be aware of giving instructions clearly by making students to follow activities step by step.  2. I will be aware of time management throughout checking time and pace among activities. |

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| **What skill and content are you teaching?** (Check the main lesson focus; also provide details / list of items)  X Culture  XGrammar/Vocabulary X Speaking  Listening  Reading  Writing | 1. Network: way people can communicate on a network or web  2. Global: around the world; on the entire planet  3. Router: appliance or a device that forwards data packets between computer networks  4. Spam: e-mail that is not wanted  5. Hacker: a person who secretly gets access to a computer system in order to get information, cause damage, etc.  6. Firewall: The primary method for keeping a computer secure from intruders.  7. Data: In computing, data is information that has been translated into a form that is more convenient to move or process |

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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: use vocabulary related to computers in modern life in order to describe different network problematic situations in groups of 2 or 3 people.**  **SWBAT use their knowledge related to computing in order to discuss on network communication against face to face social communication.** |

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| **Assumptions:** (What do your students already know what can they already do in relation to today’s lesson?) | SS will talk about computing hardware and software and other social networks such as facebook, whatsapp or / and how they use them as part of their context |

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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?) | SS will encounter new vocabulary related to computers and then, they can |

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| **Solutions for challenges:** (How will you avoid and/or address these problem areas in your lesson?) | I keep encouraging SS to offer solutions to their own learning by supporting them with extra help when needed. |

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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?) | I will assess by exercising and making clarifying questions through each stage. |

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| Time | Framework **ECRIF**  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 | Encounter | 1. Activity or task: Brainstorming / Pictures | | T-S  S-S | Pictures  VAT  What is technology for you?  Do you have computers?  Do you like having internet?  What do you when you have a virus?  Have you had any problems with your computer? |
| Teacher:  1. T will ask questions about things related to technology and modern life style related to social media.  2. T will ask SS to mention some of the most common words and T will guide them to the target words of the vocabulary lesson by writing them on the board  3. T will show some pictures to demonstrate what each picture shows. | Students:  1. SS will tell words related to technology and modern lifestyle related to social media.  2. SS will relate pictures with names according to SS perception. |
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| 10 | Clarify | 2. A. Activity or task: Matching words and descriptions/ B. Memory game on the floor. | | T-S  S-S | Pictures, names  and descriptions  VAK |
| Teacher:  1. T will tell SS they have a set of pictures and description and SS will match them correctly in pairs. T will check what SS have done by monitoring.  2. T will tell SS to take turns and hum the name of the word while their classmates guess the word by looking for the meaning.  3. T will put papers of names and descriptions on the floor face down and SS take some time to match them correctly as a memory game. | Students:  1. SS will match each word with the correct description by saying the words loud in pairs.  2. SS will hum each word of the vocabulary while their classmates guess by looking for the correct description. Classmates have to say if it is correct or not.  3. SS choose papers of names and descriptions on the floor face down and SS take some time to match them correctly as a memory game. |
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| 10 | Remember | 3. Activity or task: Matching words and definitions / Short dialogues | | T-S  S-S | Pictures and descriptions  Dialogues  VA |
| Teacher:  1. T will tell students to turns and take a description from the table. Then, SS take turns to stand up and take a word from the board and then, they will try to guess who has the description based on the word each person have and the questions they make.  2. T will give students two dialogues they have to read and complete with one of the words they have learned. | Students:  1. SS will take turns to have a description from the table. SS take turns to stand up and take a word from the board and then, they will try to guess by asking questions who has the description based on the word each person have.  2. SS will complete and read two dialogues with one of the words they have learned. |
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| 10 | Internalize | 4. Activity or task: Charades / Never ending game | | S-S | Pictures and Descriptions  Never Ending Game  VAKT |
| Teacher:  1. T will tell SS to take turns and mimic a word from the vocabulary and their classmates have to guess which words are those.  2. T will ask SS to play the Ending game by moving around asking and answering questions about vocabulary learned previously. | Student:  1. SS will take turns and mimic a word from the vocabulary and their classmates have to guess which words are those.  2. T will ask SS to play the Ending game by moving around asking and answering questions about vocabulary learned previously. |
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| 10 | Fluency | 5. Activity or task: Creating a story / Talking Sticks | | S-S | Word and Pictures  Crayons  Statements related to |
| Teacher:  1. T will ask SS to take turns to order the set of words as they want and start creating a story by using the words.  2. T will ask SS to take two crayons and complete statements according to the color they have by using their experiences and/or events which involve words previously studied. | Students:  1. T will ask SS to take turns to order the set of words as they want and start creating a story by using the words.  2. T will ask SS to take two crayons and complete statements according to the color they have by using their experiences and/or events which involve words previously studied |
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| 5 | Fluency | 6. Activity or task: Role play “The internet connection when off” | | S-S | Role play |
| Teacher:  1. T will ask SS to perform a role play in which they represent the following situation by using the vocabulary studied in class. | Students:  1. SS perform a role play in which they represent the following situation by using the vocabulary studied in class. |
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|  |  | 7. Activity or task: | |  |  |
| Teacher: | Students: |
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|  |  | 8. Activity or task: | |  |  |
| Teacher: | Students: |
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**LANGUAGE ANALYSIS for lesson planning**

**TARGET LANGUAGE: Firewall**

Aspects of **FORM** that are important to consider (both written and spoken):

It is a compound noun,so, it is necessary to consider word stress

/faier-uel/

**MEANING:** (What does each piece of target language mean?

Firewall: The primary method for keeping a computer secure from intruders.

List at least 4 **comprehension checking questions** (yes/no, either/or, example, short answer, then definition if possible!) for the meaning of this language point:

1. **Is it a furniture stuff?**
2. **What’s a Firewall?**
3. **What’s firewall for?**
4. **Is it a fire-wall or firewall?**

**USE (**When is this appropriate or not appropriate? Compare it to language that has a similar meaning. When do we choose to use this form? Why?)

When we are talking about computers it is appropriate as well as when talking about fire event.

**Challenge point: What is most challenging (F, M or U) and why?**

The most challenging is form due to pronunciation patterns.

List 3-5 **potential and/or typical mistakes/challenges that ELLs** might make/have when learning this particular language point.

1. I have a fire work. Pattern in pronunciation

What are you going to do to help learners deal with these challenges?

* Show pictures
* Provide repetition practice.
* Give examples

**FLUENT USE:**  List two potential **“real world” activities / situations / contexts** in which the learner might use this kind of language:

1. I have an firewall in my computer as part of their experience

2. Firewall helps people to avoid intruders as part of their completing statements.

**TASK DESIGN:** List 6 “practice” activities that go from controlled to free practice Include both form and meaning (use if applicable) that could help the learner internalize this language.

1. Get SS brainstorming some words

2. Get SS matching pictures and descriptions.

3. Get SS playing memory game.

4. Get SS answering CCQ

5. Get SS reading and completing short dialogues

6. Get SS playing charades

**VISUALS:** Drawing/diagram/chart of two different ways to present the form and/or meaning of the language point on the board or on posters. (Feel free to do this on another sheet of paper and attach it here! Pictures and descriptions

Drawing the objects.

**TEXTS** consulted to do this analysis: Internet.