



Noi con Voi



I webinar per gli insegnanti della scuola primaria



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Learning to Plan and Planning to Learn

A Practical Guide to Lesson Planning and Classroom Management

16 Ottobre 2014

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In today's presentation we will.....

- explore the advantages and disadvantages of planning with the course book
- look at how to become more autonomous when planning
- examine how classroom management and lesson planning are connected
- devise a practical lesson plan



Just For Fun!

The worst lesson ever!

What is your idea of a nightmare English lesson?



Think of your own teaching experience

What components are needed to make a good Primary English lesson?



A good English lesson.....

- has clear learning aims/objectives/outcomes
- has a variety of activities and materials
- has a variety of interaction patterns
- caters for different learning styles and difficulties so includes everybody
- is appropriately challenging
- is flexible and adaptable
- is interesting and engages all the students
- is well timed



A good lesson is well prepared and planned in advance!



If you have a course book to follow, why do you have to plan in advance?

Imagine doing a parachute jump for the first time

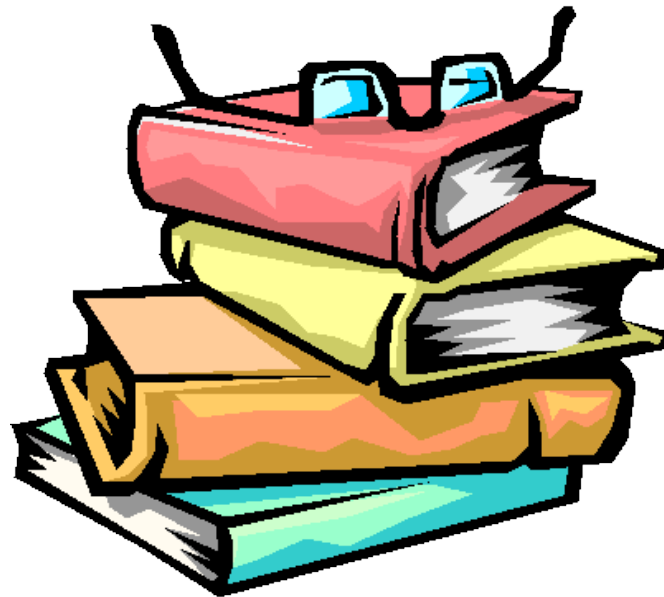


Would you jump first.....

..... and then read the instruction manual ?



Doesn't a good course book and teacher's guide do all the planning for you?



A Good Course Book and Teacher's Book

- ✓ Divided into levels, clear syllabus
- ✓ Structured into lessons and units
- ✓ Subjects and content familiar and interesting to children
- ✓ Units and lessons that practice all skills, vocabulary and grammar
- ✓ Indication of interaction patterns for activities
- ✓ Material for testing, remedial work and challenging fast learners



No Course Book is Perfect

- Designed for general audience or target
- All teaching situations, classes and students are different, special and unique
- Teachers must address the individual needs of students to allow them to learn best
- It is not the course book but HOW materials are used that is important
- It is not the course book that does the teaching but the TEACHER



A Course Book is an Aid to Teaching AND

'should be used as a menu from which you choose, rather than a recipe which you follow rigidly'.

Brewster and Ellis 2002



Benefits of Personalised Lesson Plans, Formats or Models

- Teacher becomes more confident
- Provide a systematic outline or reference
- Teacher can easily select and choose materials and activities and slot them into model
- Provide a basis for future planning
- Teacher can cater for different types of students
- Give a sense of direction in relation to syllabus
- Teacher has an opportunity to self evaluate performance
- Teacher is free to give full attention to students



Benefits for the Student

- A set format represents the basis of a routine
- Young learners feel safe, secure and happy
- Older learners will learn what to expect, concentrate and not disrupt



‘A lesson is a carefully managed event which needs a framework: a beginning, a middle and an end.’

Rivers 1981



The Lesson Framework

BEGINNING

Warm up
Presentation

MIDDLE

Practice
Production

END

Round up
Review



Purpose of Lesson Stages

Warm Up :

- to focus students on lesson

Song, chant , rhyme

Game to review language from previous lesson

Give aims and objectives of lesson



Songs and Rhymes From Top Secret 1

MY HAND SAYS HELLO!
MY HAND SAYS HELLO!
HELLO MY FRIEND! HELLO!
MY HAND SAYS HELLO!

HELLO BOYS AND GIRLS! HOW ARE YOU TODAY?
HELLO BOYS AND GIRLS! LET'S HAVE FUN ALL DAY!



Purpose of Lesson Stages

Warm Up

- to focus students on lesson

Song, chant, rhyme

Game to review language from previous lesson

Give aims and objectives of lesson

Presentation

- introduce new language and focus of lesson

Flashcards games

Pictures

Realia

LIM



Purpose of Lesson Stages

Practice

- to practice language closely controlled by the teacher, concentrating on form, accuracy and pronunciation

Written exercises

Controlled dialogues across the class or in pairs



Example of Controlled Practice Dialogue

In pairs ask and answer about the family members

BIG SISTER

BABY SISTER

BIG BROTHER

BABY BROTHER

AUNTY

UNCLE

COUSIN

Have you
got a BIG
SISTER?

Yes, I
have.

No, I
haven't.



Purpose of Lesson Stages

Practice

- to practice language closely controlled by the teacher, concentrating on form, accuracy and pronunciation

Written exercises

Controlled dialogues across the class or in pairs

Production

- to allow students to experiment with new language through freer activities

Pair work and group work

Surveys

Information exchanges

Project work



Purpose of Lesson Stages

Round up and Review

- to summarise lesson , confirm lesson aims and review students performance (informally)

Ask students what they did in the lesson and why

Ask students a question relating to lesson before they leave

Give homework



TIME OF LESSON: 1 hour	CLASS LEVEL: 2	NO. OF STUDENTS: 24
LESSON OBJECTIVES:		
MATERIALS NEEDED: PHOTOS, PHOTOCOPIES OF SURVEY		

TIMING	PROCEDURE	INTERACTION	PERSONAL NOTES



TIME OF LESSON:	CLASS LEVEL:	NO. OF STUDENTS:
LESSON OBJECTIVES: to present and practice orally simple questions about family		
MATERIALS NEEDED:		

TIMING	PROCEDURE	INTERACTION	PERSONAL NOTES



TIME OF LESSON:	CLASS LEVEL:	NO. OF STUDENTS:
LESSON OBJECTIVES: to present and practice orally simple questions about family using have got		
MATERIALS NEEDED:		

TIMING	PROCEDURE	INTERACTION	PERSONAL NOTES
	<p>Warmer Sing 'Hello song'. Review family vocab</p> <p>Presentation Use photos of my family to present I've got and -Have you got..?</p> <p>Practice From book -students complete sentences with have got</p> <p>Production Class survey about sisters and brothers</p> <p>Round up and Review Ask results of survey</p>		



TIME OF LESSON: 1 hour	CLASS LEVEL:	NO. OF STUDENTS:
LESSON OBJECTIVES: to present and practice orally simple questions about family		
MATERIALS NEEDED:		

TIMING	PROCEDURE	INTERACTION	PERSONAL NOTES
1-5 mins	Warmer Sing 'Hello song'. Review family vocab		
5-15 mins	Presentation Use photos of my family to present I've got and -Have you got..?		
15-30 mins	Practice From book -students complete sentences with have got		
30- 50 mins	Production Class survey about sisters and brothers		
50-60 mins	Round up and Review Ask results of survey		



TIME OF LESSON: 1 hour	CLASS LEVEL:	NO. OF STUDENTS:
LESSON OBJECTIVES: to present and practice orally simple questions about family		
MATERIALS NEEDED:		

TIMING	PROCEDURE	INTERACTION	PERSONAL NOTES
1-5 mins	Warmer Sing 'Hello song'. Review family vocab		<p>Students enjoyed this activity but I need to do it faster</p> <p>Students were not focused - I need to give clearer instructions</p>
5-15 mins	Presentation Use photos of my family to present I've got and -Have you got..?		
15-30 mins	Practice From book -students complete sentences with have got		
30- 50 mins	Production Class survey about sisters and brothers		
50-60 mins	Round up and Review Ask results of survey		



TIME OF LESSON: 1 hour	CLASS LEVEL:	NO. OF STUDENTS:
LESSON OBJECTIVES: to present and practice orally simple questions about family		
MATERIALS NEEDED:		

TIMING	PROCEDURE	INTERACTION	PERSONAL NOTES
1-5 mins	Warmer Sing 'Hello song'. Review family vocab	WHOLE CLASS	Students enjoyed this activity but I need to do it faster
5-15 mins	Presentation Use photos of my family to present I've got and -Have you got..?	T-SS /SS-T	Students were not focused - I need to give clearer instructions
15-30 mins	Practice From book -students complete sentences with have got	INDIVIDUAL PAIR WORK	
30- 50 mins	Production Class survey about sisters and brothers	GROUPS	
50-60 mins	Round up and Review Ask results of survey		



TROUBLE –SHOOTING

Pair work or Group work Problems and Solutions

‘When I try to set up pair or group work the class degenerates into chaos’

- Short simple clear instructions
- Do a demonstration with stronger students
- Keep activity short
- Have clear learning outcomes

‘The children use a lot of Italian and misbehave’

- Have a competition element and reward system

‘In my school the desks are fixed and the students can’t run around the class’

- Work with the students nearest to desk
- Use coloured markers or flags to make groupings clear



Games to Introduce Pair work and Group Work

Work it together

- Teacher gives these instructions :‘Face your partner! Say hello! Shake hands! Do a high five!Swap places!’

Matching Pairs

- Choose a lexical set, e.g. animals
- Make 2 identical pictures of things from that set, eg 2 cats, 2 dogs
- Distribute randomly to children
- Each child must find his/her matching pair

Fruit Salad

- Point to the children in turn saying ‘apple, orange, banana, pear’ until every child has been designated one of the 4 fruits
- Check they remember their fruit, e.g. say ‘apple’ and all the ‘apples’ stand up.(Say ‘fruit salad’ and everyone stands up)
- The children find their fruit and this is their group to work in.



Let's make a lesson plan!

From Top Secret Level 5 Unit 3

What is the language objective?

What stage of the lesson is this?










(warmer, presentation, production?)



8 Listen and repeat. Complete.



Look!

near	next to
 	 
between	opposite
  	 

The schoolbag is the bed.
 The ball is the radio and the book.
 The camera is..... the computer.
 The wardrobe is the bed.

9 Look at the picture and complete.

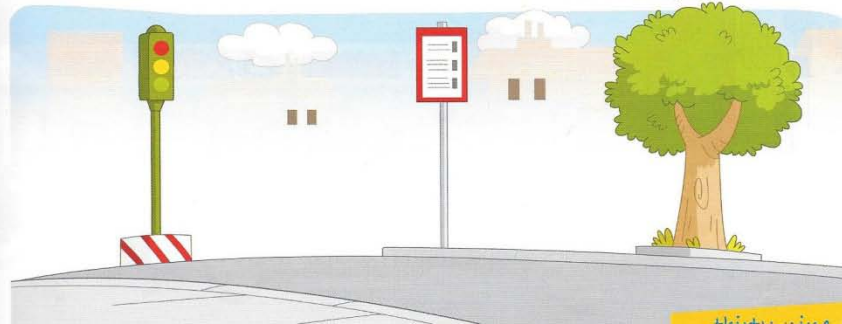
- 1 The bank is the butcher's.
- 2 The butcher's is the baker's.
- 3 The toyshop is the chemist's and the stationer's.
- 4 The baker's is the post office.



10 Read and draw.

Draw a...

- 1 bike next to the tree.
- 2 car near the traffic light.
- 3 man between the tree and the bus stop.



Let's make a lesson plan!

From Top Secret Level 5 Unit 3

What came before: students have studied words for shops e.g. butcher, baker

What comes after: students will learn how to say directions

What would you do as a warmer and presentation?



Warmer and Presentation

Warmer

- Ask students where you go to buy certain items to re-elicite shop names.
E.g. I want some sausages. Which shop do I go to? Where can I buy bread?

Presentation

- Choose 3 or 4 confident students to come to the front of the class
- Give them a flashcard with a picture of a shop on it e.g. butcher's, baker's, chemist, toyshop. Tell them to hold the card in front of them
- Put two students next to each other and introduce the preposition E.g. the butcher's is next to the baker's. And so on
- Encourage the class to repeat
- Move the students at the front and re-elicite the words from the class



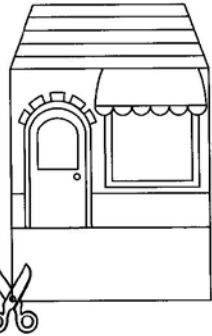
Let's make a lesson plan!

What would you do for the production stage?



A TOWN DIORAMA

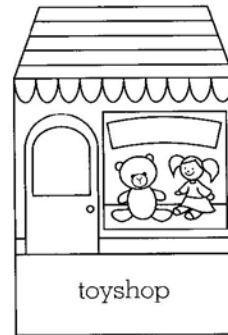
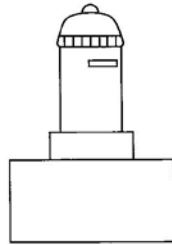
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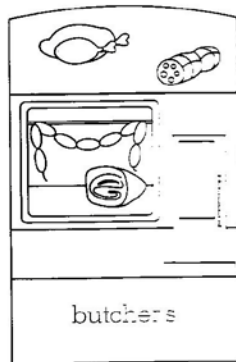
stationer's



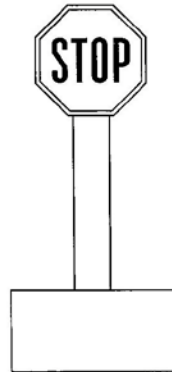
chemist's



toyshop



butcher's



baker's

LEVEL 5



Production Stage

- Get the students to cut out and colour the shops (could do for homework in previous lesson to save time)
- Put the students in pairs with a partition between them
- Student A arranges his/her shops but doesn't show Student B. She/he describes the arrangement using prepositions of place to Student B
- Student B listens and arranges his/her shops according to student A's instructions
- They then remove the partition and compare



Grazie per aver partecipato!

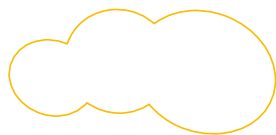


Informazioni utili

- Gli **attestati di partecipazione** vi saranno inviati via e-mail
- Nella medesima email troverete anche le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi



Prossimi appuntamenti:



7 novembre

A come... accompagnare gli apprendimenti e
valorizzare le differenze in classe

Relatore Bianca Maria Carrescia



Spazio Scuola Primaria

il portale per i docenti della Scuola primaria

The screenshot shows the Pearson website's 'Spazio Scuola Primaria' section. At the top, there's a green header with 'PEARSON' and 'IMPARARE SEMPRE'. Below it, a navigation menu includes 'Home', 'Aree Disciplinari', and 'Spazio Scuola Primaria'. A search bar is present with the text 'Login | Registrati' and a search icon. The main content area features the title 'Spazio Scuola Primaria' in large green letters, accompanied by icons for a penguin, a book, and a pencil. Below the title, a central message reads: 'Per crescere insieme abbiamo costruito un progetto Con I Pinguini e Lang-Longman al fianco degli insegnanti e dei loro alunni'. A 'VIENI A CONOSCERCI' button is positioned below this text. To the right, a silhouette of a person is shown holding a string attached to a yellow kite. On the left side, there is a 'Digital Literacy' logo with the text 'Le competenze digitali per insegnare nel XXI secolo'. At the bottom, a row of five icons represents different educational resources: 'DSA' (with a person and numbers), 'IMPARARE FACENDO' (with a child's hands), 'RISORSE DIDATTICHE' (with a green storage bin), 'CATALOGO' (with a book and the word 'Catalogo'), and 'INVALSI' (with a pencil and checkmarks).

Contenuti disciplinari
Esercitazioni e materiali
Approfondimenti
Consigli di lettura Formazione

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What have you been up to?

1 Scheduled Post
Scheduled for today at 17:30. View post.

Pearson Academy - Italia shared a link.
Posted by Serena Bombelli (?) · 16 September

Qual è la vostra idea di #BuonaScuola? Partecipate al dibattito pubblico online proposto dal Governo con i vostri commenti e le vostre idee!

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