

## LESSON PLAN

<b>The topic of the lesson:</b> Feathered friends	<b>Teacher:</b> HS/TE15/0027
<b>Lesson duration:</b> 2 hours	<b>Proficiency level:</b> Elementary to lower intermediate
<b>Date:</b> 21/12/20-25/12/20	<b>Class size:</b> 10 students

### 1) **Learner profile:**

- A heterogeneous group of (10) students in grade 8 which includes both male and female, whose first language is Sinhala. The learners are different from each other in terms of their proficiency (proficiency level; range is expanded from elementary to lower intermediate); the majority have difficulties in speaking fluently and accurately. They consider developing speaking skill as one of the major difficult area in English due to lack of continuous practice. Most of the students have the basic knowledge of working with computers (Specifically how to use zoom applications, seem to have an idea about reading articles and watching videos online).

### 2) **Objectives:**

The lesson aims to,

- Introduce sub skills of reading (gist and specific information)
- Introduce sub skills of writing (introducing, developing and concluding an idea)
- Practice informal letter writing.
- Practice note writing
- Practice article writing

- Introduce sub skills of listening (listening for gist, specific information)
- Introduce sub skills of speaking (vocabulary, fluency, interviewing)

**Intended learner outcomes:**

At the end of this lesson, the students will be able to,

- Identify overall ideas and specific information from a reading passage.
- practice strategies of skimming and scanning in reading
- Write a story.
- Write a notice for the school notice board.
- Write meaningful paragraphs
- Build interviews and dialogues
- Note-taking

**3) Main aim**

- The main aim of this lesson is to develop learners' ability of maintaining politeness and discipline.

**4) Secondary aims**

- Working as a group
- Improving the computer literacy of students
- Utilize technology in the English language learning purpose.
- Concentrate deliberately on an audio/video message while taking notes where necessary

## 1) Personal aims

- To manage time appropriately.
- To make clear, interesting, and age-appropriate context throughout the lesson.
- To add variety to the lesson by making a learner-friendly environment through an online platform.

## 2) Anticipated problems

Problem	Solution
<ol style="list-style-type: none"><li>1. The zoom application might not work properly due to network issues</li><li>2. The audios and videos may not be heard clearly by the students.</li><li>3. YouTube videos might not play accordingly due to network problems.</li><li>4. Time management</li><li>5. Students may not answer the teacher's questions properly since online teaching is a new concept to them, and the teacher is visible only on the computer screen</li></ol> <p>(Practical issue)</p>	<ul style="list-style-type: none"><li>• Use back up classes</li><li>• Test whether the students can hear and see the audios and videos properly before starting the classes.</li><li>• Always keep downloaded video clips on the teacher's computer.</li><li>• Teacher should be flexible enough to use the activities that are most important to cover the lesson content</li><li>• Monitor the class to make sure that each student actively participates during the lesson by asking questions pointing out the students by using their names.</li></ul>
<ol style="list-style-type: none"><li>6. Some students may not have the vocabulary or background knowledge to read and understand the given reading passage.</li></ol> <p>(problems related to the grammatical features of the target language)</p>	<ul style="list-style-type: none"><li>• Use proper lead-in and proper language input.</li></ul>
<ol style="list-style-type: none"><li>7. Students may confuse the techniques of listening; intensive listening and extensive listening.</li></ol>	<ul style="list-style-type: none"><li>• Demonstrate the activities clearly for students and make sure that the students achieve the purpose within the specific time.</li></ul>

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**3) Materials and equipment:**

- Work sheets
- Audio clips
- Video clips
- PDF files
- Pictures
- Power-point clips
- Zoom application

**4) Rationale:**

- When teaching reading skill, it is very important that students practice the strategies of skimming and scanning to understand the gist and the specific information from the given passage. For comprehensive listening, it is important to practice listening for gist and specific information. According to the needs of the learners it is vital to include sub-skills of speaking as vocabulary and fluency. Grammar learning point too is extremely necessary for the selected group of learner.

5) Procedure:

Lesson 01 - READING

Activity	Time (minutes)	Procedure	Stage aims	Interaction pattern
<b>Brainstorm</b>	10 minutes	The teacher asks the students to look at the shadows of birds given in the slide. They have to guess the names of them. They will be asked the questions, “Who is your favorite bird?” “Why do you like him?” “Can you name some other birds who come to your garden?”	Brainstorming ideas Encourage students to talk freely	Teacher to the whole class
<b>Lead in</b>	15 minutes	Students are asked to do the matching activity. Column A includes names of 10 birds and column B includes some special features of birds. They have to match the bird with its special characteristic.	Activating prior knowledge Informative input	Teacher to the whole class
<b>Pre-reading task</b>	15 minutes	The students are asked to read the passages in page no.14 of their text book and underline the correct answer for the given questions.  Students are given the questions first to read and underline the key	Reading for specific information	Teacher to the students

<p><b>While reading</b></p>	<p>25 minutes</p>	<p>words in the questions. Then the passages about world's interesting birds in the book is given to the students to be read individually. (page no.14,15,16,17)</p> <p>The students are asked to follow skimming and scanning strategies to read and answer the question. (includes MCQ, matching, T/F, synonyms and full answers) Students check their answers with their peers and the teacher too checks the answers and give feedback.</p>	<p>To make sure whether they have grasped the gist of the passage content</p> <p>Reading for specific information Reading for gist information</p>	<p>Teacher to students</p> <p>Student to student</p>
<p><b>Post reading Grammar point</b></p>	<p>20 minutes</p>	<p>Students are asked to watch a video clip on "If second conditional". They are asked to write 05 meaningful sentences using the conditional.</p>	<p>Grammar input Guided practice</p>	<p>Teacher to the students</p>
<p>Post reading</p>	<p>20 minutes</p>	<p>The students are asked to write a short paragraph on, "If I were a bird". They are asked to use 100-150 words in their paragraph.</p>	<p>Using learnt grammar in written context</p>	<p>Teacher to the students</p>
<p>Follow up and</p>		<p>Mini discussion will be held summarizing the lesson by checking the understanding with</p>		

closure	05 minutes	relevant questions.	Checking the students' understanding	Students to the teacher. Teacher to students
<b>Lesson 02 - WRITING</b>				
<b>Warm up</b>	10 minutes	The students are asked to match the columns of A and B. Column S includes 5 very famous bird related stories. Column B includes each story's gist in 02-03 sentences.	Brainstorming ideas. Setting the context.	Teacher to students
Lead in	10 minutes	Students are welcome to tell one story from column A of their choice. They are asked the question, "Are there any other bird related stories that you know?" "Can you tell them to the class?"	Practice speaking freely. Setting the context.	Teacher to students Students to teacher
<b>Pre-writing Task</b>	25 minutes	Students are asked to watch the story about the "Foolish Vulture". <a href="https://youtu.be/8Qzfh0S3LpM">https://youtu.be/8Qzfh0S3LpM</a> They are given questions from the story to mark T/F and to write short answers. The final question will be, "Explain what happened in the story of the foolish vulture in 05	Drafting, revising and editing of a story	Teacher to

<p><b>Pre-writing Task</b> (02)</p>	<p>25 minutes</p>	<p>sentences”. (Setting context for summary writing)</p> <p>The students are asked to watch the story of “Ugly duckling” and write answers to the given questions. <a href="https://youtu.be/-GgyJEesu3M">https://youtu.be/-GgyJEesu3M</a></p> <p>(The questions are formed in a way to build short answers to complex questions) Eg: Explain how the other ducks behave when they saw the ugly duckling.</p>	<p>Comprehension</p>	<p>students</p> <p>Students to students</p>
<p>Writing task Input (Summaries)</p>	<p>15 minutes</p>	<p>Students are asked to watch the video clip on summary writing. <a href="https://youtu.be/THOVem7nRkA">https://youtu.be/THOVem7nRkA</a></p> <p>Important ideas will be explained further during the video clip. The learners are asked to take notes where necessary. Questions will be asked for clarification. (What is the purpose of summarizing?)</p>	<p>Language input</p> <p>Clarifying the ideas</p>	<p>Teacher to students</p>
<p>Writing summary</p>	<p>20 minutes</p>	<p>The students are asked to write the summary of the story “ugly duckling”. They are asked to use 100-150 words to write the summary. The summaries will be checked by the teacher and feedback will be given.</p>	<p>Reading for gist</p> <p>Identifying most specific information</p>	<p>Students to students</p> <p>Teacher to students, Teacher to students</p>
<p>Post writing</p>		<p>Students are asked to summarize the story that is given to them.(The tale of two birds). They are asked to write 1/3 of the original story.</p>		<p>Teacher to students</p>

closure	10 minutes	Open for questions and feedbacks	Follow up	
Lesson 03 – <b>LISTENING</b>	05 minutes	Students are asked to look at the pictures of birds that are shown in the slide. They have to guess from where the particular bird comes and his special features.		Teacher to students
Warm-up			Brainstorming	
	10 minutes	“Birds in need”	Generating interest	Students to teacher
Lead in		Students are shown another pictures of birds who are helpful to the humankind. They are asked to state the use of the birds to the class.	Speaking is done freely	
	10 minutes			Teacher to students
			Setting context to the lesson	Students to students
Pre-listening		The learners are asked to watch the video clip on “Interesting birds”. <a href="https://youtu.be/Mu6b3u_95Ts">https://youtu.be/Mu6b3u_95Ts</a>	Free speaking	
	20 minutes	They are asked to write down the answers to the given questions.		Teacher to students
			Practice listening for gist	
Listening		The students are asked to listen to the audio clip on “Amazing bird friends”.	Informative input	
	25 minutes	The audio clip will be played 03		Teacher to

		times. While listening, they have to mark T/F in the worksheet and write full/short answers to the given questions. The teacher gives feedback at the end of the task.	Practice listening for gist/ specific information  Note making	students
Post listening (grammar) Collective nouns	15 minutes	“Flock of Birds” The students are asked to watch the video clip about collective nouns and their uses in English. They are further asked to fill in the blanks of the given exercise.	Language input	Teacher-students
Free practice	10 minutes	The students are asked to build meaningful sentences from the given collective nouns. The teacher will give feedback about the written sentences.	Using learnt knowledge in other contexts.	Teacher-students
Take home assignment	10 minutes	The students are asked to create a poster about “Useful birds in Sri Lanka”. Students are asked to refer to the video clip for creative ideas. <a href="https://youtu.be/hkkUe8sKsxs">https://youtu.be/hkkUe8sKsxs</a>	Follow up	Teacher-students
Closure		Recalling the completed lesson and		

	05 minutes	winding up the lesson.	Revising the lesson	Teacher-students
Lesson 04 – SPEAKING		The students are shown 10 pictures of birds who symbolize different concepts in various cultures. They have to come up with their ideas in relation to different birds. (Crow, pigeon, dove)		Teacher to students
Warm up	10 minutes		Brainstorming Free speaking	Students to teacher
Lead in	10 minutes	Students are asked to match columns of A and B. Column A includes bird related idioms and column B includes their meanings.	Setting the context to the lesson Introducing new	Teacher to students

Pre speaking	25 minutes	The students are shown a video clip “The rarest birds in the world”. The learners are asked to write answers to the given questions. <a href="https://youtu.be/bkw5Y9vkkm8">https://youtu.be/bkw5Y9vkkm8</a>	vocabulary  Listening for gist  Developing vocabulary	Teacher students	to
While speaking	10 minutes	The students are asked to watch a video clip on “How to form questions in English”. <a href="https://youtu.be/nsBneISa-Y0">https://youtu.be/nsBneISa-Y0</a>	Language input	Teacher students	to
Activity 01	10 minutes Input	Students are asked to work in pairs. One student has to act like a world famous ornithologist and other student has to act like an interviewer. The interviewer can ask 20 questions about his career as an ornithologist. The ornithologist has to provide answers with all the questions, reading it to the whole class.	Applying the learnt skills in another form.	Students teacher	to
	25 minutes		Free practicing  interviewing	Teacher students  Students students	to  to
Activity 02	15 minutes	The students will be given a situation, “You have just finished your first day as a bird.” They are asked to speak for 01 minute on the topic. They are free to select any bird from the given list. (Pea-cock, hen, dove, swan..)	Free practice	Teacher students  Students students	to  to

Post speaking	15 minutes	The students will be given a situation, "I'm a caged bird". The students are asked to write 10 sentences from the bird's point of view.		Teacher to students
Closure	05 minutes	Giving feedback and winding up the lesson.	Making sure of their understanding	Teacher to students

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Vocabulary	10	The teachers shows the key word	Brainstorming	Teacher-
Warm up	Min	asked to look at it and to think about other words that come to their mind when they read the word.		Students-
(semantic mapping)				teacher
Lead in	10	Teacher asks everyone to read their list of words.		
	min	The students are asked to look at the box of letters. They should build the most number of bird names out of the given letters.	Generating interest	Teacher-
			Prior knowledge	students
Language input	10	The video-clip on bird facts is played by the teacher.		
(bird facts)	min			Teacher-
		<a href="https://youtu.be/66KNJMezv78">https://youtu.be/66KNJMezv78</a>		students
		The students are asked to pay good attention and take notes where necessary.	Introducing new vocabulary items	
	20 min	The students are asked to read the questions first and underline the main words.	Informative vocabulary	Teacher-
			Listening for gist	students
		Right after watching the video-clip, the learners are asked to write answers to the given questions.	Listening for specific ideas	

Language input (bird idioms)	10 min	<p>The students are asked to watch the video-clip on bird related idioms carefully, while taking necessary notes.</p> <p><a href="https://youtu.be/FpMWWCmZwWE">https://youtu.be/FpMWWCmZwWE</a></p> <p>Once finishing the video, they have to match the columns of A (idioms) with column B (meanings).</p> <p>Necessary feedback is given at the end of the activity.</p>	<p>Introducing new vocabulary items</p> <p>Informative vocabulary</p> <p>Listening for gist</p>	Teacher-students
Guided Practicing	20 min	<p>The students are asked to first read the bird idioms and select the most appropriate word for the space according to their knowledge.</p> <p>Once the activity is finished, students are asked why they selected the particular word for the blank.</p> <p>Necessary feedback is given.</p>	<p>Introducing new vocabulary</p>	<p>teacher-students</p> <p>Students-students</p>
Free Practice		<p>The students are asked to put the learnt idioms in meaningful</p>	<p>Using information in different forms</p>	Teacher - students

<p>Speaking  (final productive activity)</p>	<p>10 min</p>	<p>sentences.</p> <p>The students are asked to build 10 questions to be asked from an ornithologist about their favorite bird.</p> <p>They will be asked to read the questions to the class.</p>	<p>Forming questions  Interviewing</p>	<p>Teacher - students</p>
<p>Closing lesson</p>	<p>the 10 min  10 min</p>	<p>The teacher gives necessary feedback while leaving space for any questions regarding the lesson.</p>	<p>Making sure that the learners have gathered intended goals.</p>	<p>Teacher - students</p>