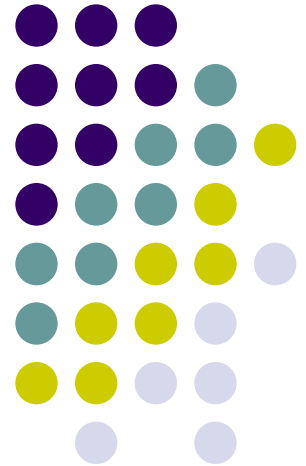
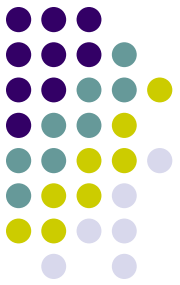


Lesson Plan

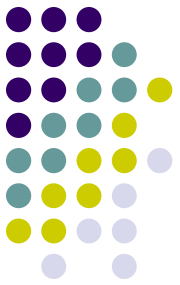
*Onisieva Alina,
teacher of English,
in 4 grade, Bălți*





Necessary Resources

- Textbooks (CDs, Audiocassettes)
- Teacher's Guides for the textbooks
- The “Long Term Plans” Book
- Samples of other volunteers' and teachers' plans
- Additional books for the teaching process



Some Key Competences

necessary for all in a knowledge-based society:

1. Communication in the mother tongue
2. Communication in a foreign language
3. Learning-to-learn
4. Interpersonal, intercultural, and social competences and civic competence
5. Cultural expression
6. Strategic action competences
7. Self-knowledge and self-realization competences

Specific Competences recommended for Foreign Languages



- I. Communicative Domain
 - 1. Communicative Competence – Receiving oral messages (Listening)
 - 2. Communicative and Pragmatic Competence – Producing oral and written messages and interactions (Speaking)
 - 3. Communicative Competence – Receiving written messages (Reading)
 - 4. Communicative and Pragmatic Competence – Producing written messages and interactions (Writing, Grammar)

- II. Cultural Domain

Intercultural Competence – Knowing other cultures and figures

- III. Comparative Domain

Methodological Competence – Building skills of self development, self control, and self evaluation

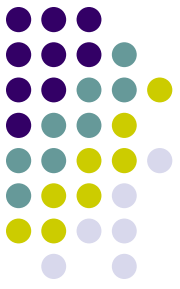
- IV. Connection Domain

Interdisciplinary Competence – Knowing linguistic and cultural relationships/connections

- V. Community Domain

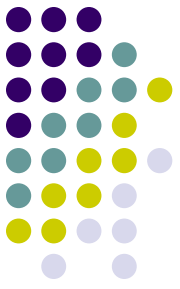
Forming attitudes and values

Examples of Specific Competence Indicators



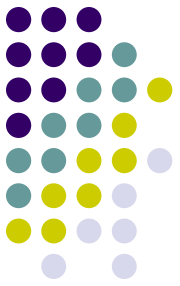
- Receiving oral messages (listening)
- Producing oral messages and interactions (speaking)
- Receiving written messages (reading)
- Producing written messages and interactions (writing)
- Intercultural Competence (knowing other cultures and figures)
- Interdisciplinary Competence (linguistic and cultural connections)
- Civic Competence (forming attitudes and values)

Examples of Sub-Competences



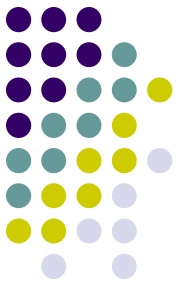
- Identifying the main ideas of the text .
- Maintaining a conversation about the theme.
- Writing a paragraph on the topic .
- Listening to a short message to determine its style .
- Identifying national currencies and some prices in English speaking countries (forming attitudes and values)

There are 4 components in the lesson plan



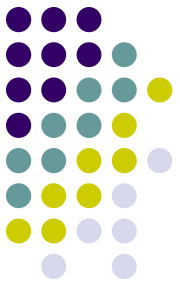
- Motivation (Evocation)
- Information (Realization of the Meaning)
- Practice (Reflection)
- Application (Extension)

Motivation / Evocation

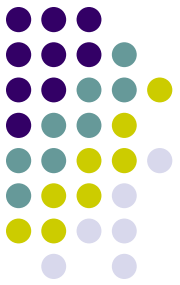


- It is the beginning of the lesson.
- It will get the students interested and involved in the lesson.
- It connects the information from the previous lesson with the students' knowledge and abilities.
- It should involve all the students.
- Time: up to 10 minutes
- This stage includes:
 - Captivation of the students' attention
 - Working with the Home Work
 - Connection of old and new material and motivation for the new subject

Information / Realization of the Meaning



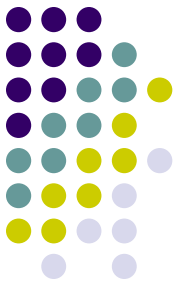
- Time: 20-25 minutes
- It is the essential stage of the lesson in which students are introduced to new material.
- Students make notes and ask questions about unclear information
- Information may be a new grammar item, vocabulary, text, etc.



Practice / Reflection

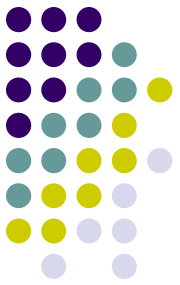
- Time: 15-25 minutes
- Students are able to practice the new information they learned in a structured manner.
- Consolidation of new material
- The accent is put on critical thinking activities.
- This stage includes:
 - Consolidation
 - Practice
 - Evaluation
 - Home Work (tasks for all 4 skills)

Application / Extension



- Activities based on creativity and critical thinking and should be linked to students' personal lives
- Application of the new material to a new experience
- These activities will be realized after lessons

Example Activities



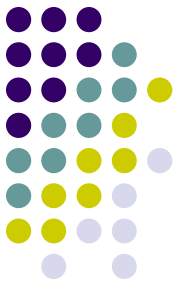
• Evocation

- Discussing personal experiences
- Discussing an item
- Looking at pictures, drawings, posters
- Brainstorming and mind mapping
- Free writing without a topic
- Listening to a tape
- Singing a song
- Interviewing a guest
- Watching a role play or skit
- Reading an excerpt from a book or a short story/poem
- Clustering
- Associations
- Venn-Diagrams

• Realization of Sense

- Deductive analyses
- Lectures
- Note taking
- Controlled drills
- Cultural Notes
- Silent Reading
- Controlled exercises
- Grammar / Translation
- Dictations
- Analyses of diagrams, tables, and charts
- Cube
- Know / Don't Know

Example Activities

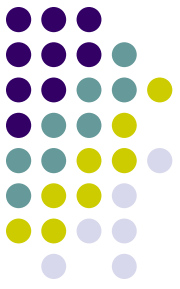


• Reflection

- Practical, meaningful exercises
- Formulating questions for others to answer
- Exercises requiring critical thinking skills (comparing, contrasting, judging, generalizing, prioritizing)
- Writing/revising/editing
- Multiple choice/matching
- Pair or group discussions
- Project planning
- Case studies
- Close exercises
- Completing and practicing role plays
- Completing comics or cartoons
- Making diagrams, tables, charts
- Round table
- Have learnt
- Debates

• Extension

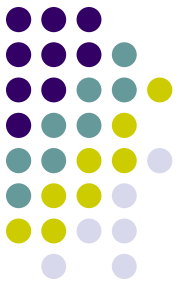
- Writing letters
- Organizing theme programs
- Making posters and displays
- Organizing games
- Sharing original poems, songs, stories, reports
- Giving speeches
- Peer teaching
- Participating in scenarios, skits, or plays
- Participating in debates
- Publishing student work ("Class Book")
- Organizing field trips
- Conducting and reporting on interviews / surveys



The objectives for the lesson

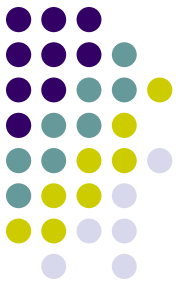
- These objectives are determined by the teacher, achieved in the individual class hours (i.e. students will be able to listen to the poem “The Pulse of Life” and explain its main idea)

There are 3 different domains targeted by the Operational Objectives:

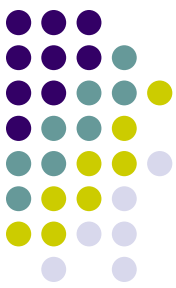


- Cognitive (head) = Knowledge
 - vocabulary, pronunciation, grammar
- Psycho-Motor (hand) = Skills
 - listening, reading, writing, speaking
- Affective (heart) = Attitude, Value
 - forming the students' minds, opinions, and character

Examples of Operational Objectives



- Students will be able to:
 - Identify vocabulary on a topic
 - Read the text and answer the questions
 - Plan future goals related to education
 - Learn new vocabulary on the topic “Colours”
 - Learn grammar item “Adjective”, how to describe a person using adjectives
 - Read the text “Colours” and describe someone or something
 - Appreciate the positive qualities of a person



Stages of the Lesson (Learning Activities)	Resources (materials)	Strategies (methods, techniques, forms of activities)	Time	Notes
Evocation <ul style="list-style-type: none"> • Warm Up (activity: Describe some pictures using the expressions provided) • Working with the H.W. (about the national youth of Moldova and Life Skills) • Motivation for the new lesson: Discussion Points, p. 66 	textbooks pictures copybooks information	Communicative Method Individual Work Presentations Descriptions Brainstorming	7 min.	
Realization of meaning <ul style="list-style-type: none"> • Word Study (p. 66) • Text (Ex. 1, p. 66) and give titles • The components contributing to effective interpersonal communication (Ex. 1, p. 68) • Revise Grammar Item: Synonyms • Written Commentary 	textbooks grammar table blackboard copybooks pens vocab. flash cards	Grammar Translation Method Explanation Exercises Text Whole Class Work	13 min.	
Reflection <ul style="list-style-type: none"> • Read the text and entitle it; explain the choice (Ex. 1, p. 66) • Answer the questions (Ex. 2, p. 67) • Name the types of conversationalists (Ex. 5, p. 67) • Giving the characteristics of a good conversationalist • Speaking Ex. 1-4, p. 68 Listen to a passage Ex. 1, p. 68 – match the words with their definitions Ex. 2, p. 68 • Replace the words in bold with synonyms • Homework 	textbooks tape recorder blackboard chalk copybooks pens	Communicative Method Direct Method Whole Class Work Pair Work Individual Work Group Work Exercises Discussion	25 min.	
Extension <ul style="list-style-type: none"> • Comment in writing: “Watch what you say-Stay away from hurtful words ” • Feedback / Grades 	copybooks pens		5 min.	