**IOE PGCE Languages Lesson Plan**

You must plan your lessons using this proforma**,** so as to ensure you have gone through the reflective process necessary for planning for pupils’ learning. **Download it from *Moodle* and expand the sections when you fill them in** which you can do electronically**.**

*Ask your tutors if you are unsure how to do this*

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| **Name****Joanna Webb, Imogen Parker, Katie Lord, Jill Barnes** | **Class and background information\*** **(\*need to consider key groups: e.g. pupil premium/SEN/EAL/High Achievers)** **Y8 Top Set** | **Date** 22nd June 2015 | **Time****1pm** | **Language****German** |
| **Lesson….in a series of…** | **1/2** | **Previous language taught****Verbs sein + haben some basic adjectives of appearance / personality eg groß / schlank glücklich, traurig etc** |
| **Lesson objective – TBAT produce a character description of one of the characters in the film Schwarzfahrer** | **Planning context (e.g. NC, GCSE)****NC KS3 Y8** |
| **Key Language – more complex adjectives + conjunctions and qualifiers** |
| **Resources required** | Film SchwarzfahrerIWBAdjectives worksheetWorksheet with the key adjectives |

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| Lesson Time | Teacher activity and language |  T-CL  T-S  S-S | Pupil activity and language | **Monitoring learning opportunities** |
| 5 | Starter: T puts a matching activity on IWB – German and English words / phrases relating to the possible setting / mood / characters / story of SchwarzfahrerFB: T elicits correct answers from the class + reveals on IWB | **T-Cl****S****Ss-CL** | **Ss match German to the English** **Faster Ss move on to the extension – Can you built sentences using these words phrases****Ss volunteer their answers / self correct.** | **T circulates helping where necessary.** **In FB T ensures different Ss answer each Q** |
| 10 | T shows an example ‘tell me grid’ on IWB using some of the words from the starterT plays audio (no visual) clip of Schwarzfahrer ( 1:55-2:55) T collects ideas from the classT plays clip with visuals. | **T-Cl****S****Ss-Ss****Ss-Cl** | **Ss listen to the clip + produce their own ‘tell me grid’****Ss show / compare their grids with their partners.** **Ss see if they were right / what surprises there were.**  | **T checks instructions + asks an S to re-explain****T circulates as Ss write their grids.** |
| 5 | T shows adjectives worksheet on IWB - 2 boxes (1 for the woman 1 for the man)+ a list of adjectives at the bottom – some will be familiar to Ss some notT drills unknown adjectives | **T-Cl****Cl-T** | **Ss repeat / respond to questioning**  | **T ensures whole class participation in drilling + listens for correct pron to be remedied with individual repetition where necessary.** |
| 5 | CharadesT models the activity with the class | **T-Cl****Ss-Ss** | **Ss work in pairs. 1 S mimes an adjective from the sheet – the other guesses + vice versa** | **T circulates checking Ss are on task + playing game correctly.** |
| 10 |  T plays second clip of Schwarzfahrer (woman’s tirade)T allows extra time after the clip for Ss to finish writing. FB: T elicits ideas from the class | **T-Cl****S****Ss-CL** | **Ss watch clip + put the appropriate adjectives in each box on the worksheet.** **Challenge: students think of adjectives independently to describe characters.**  | **T circulates checking Ss are choosing adjectives**  |
| 10-15 | T instructs + models character description writing activityT shows three examples of descriptions on IWBT shows differentiated success criteria based on Ss responses | **T-Cl****S** | **Ss say which they think is best + why****Ss write a description of either the young man or the old woman** | **T circulates with a pencil as Ss write descriptions, prompting / questioning / encouraging Ss where necessary** |
| 5 | Pair Feedback  | **Ss-Ss** | **Ss read each other’s work + give WWW/EBI feedback based on success criteria.**  | **T circulates + listens to Ss feedback** |
| 5 | Whole class feedback |  | **Volunteers read their work for the whole class****Other Ss give WWW/EBI feedback** | **T selects a range of pupils to share their answers + T takes in descriptions + feedback to mark** |
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| Evaluation |
| Re: Pupil learning: Were the learning outcomes achieved?  What evidence do I have and how do I know? | Re: Own teaching  |
| Action to be taken for next lesson – arising from evaluation and feedback |