

MONTH: _____ 20__			
SUNDAY	MONDAY	TUESDAY	WEDNESDAY
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# JANUARY YEAR

SUBJECT           Subject           PERIOD           Period          

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
<b>WEEK 1</b>					1	2/3
<b>WEEK 2</b>	4	5	6 Click here to enter text.	7	8	9/10
<b>WEEK 3</b>	11	12	13	14	15	16/17
<b>WEEK 4</b>	18	19	20	21	22	23/24
<b>WEEK 5</b>	25	26	27	28	29	30/31
<b>WEEK 6</b>						

LESSON PLAN

Level: E/LI(1)UI/A Time: 45 mins

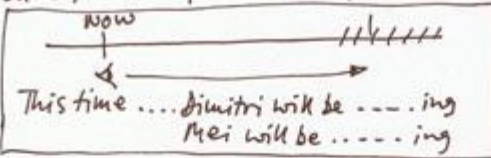
AIMS: Grammar: FUTURE CONTINUOUS

Assumptions: SS familiar with WILL/GOING TO/pres.cont.

Anticipated problems: Pronunciation of weak forms

By the end of the lesson my students should be able to: talk about an action that will be in progress at a particular moment in the future.

Musak

Time. Inter-action T-S/S-S.	STEPS	Aids
(3) T-S	<b>Quick revision</b> - OHP on board. SS come up to complete.	OHP
(2) T-S	<b>Presentation</b> - short discussion 'what are your plans for the holiday?'	Diary
(3) S	- fill-in Diary sheet	OHP
(2) S-S	- discuss with partner	OHP
T-S	- project Future Forms - elicit 'what are you doing now?' - elicit from Diary 'what will you be doing ...?'	Diary OHP?
(5)	 <p>This time .... Dimitri will be .....ing Mei will be .....ing</p>	
(5)	- explain weak form pron - drill with cue cards	Cue cards
(15) S-S	<b>Practice</b> - gap fill exercise - discuss with partner / feedback - EQU exercise	WS1
(10) S-S		

**FUTURE CONT**

Revision

Diary

Diary - discuss

OHP future forms

elicit

expln weak form

Gap Fill - disc

EQU - disc

Hol. Game

F/B

TEST + Homework

45 mins

4

No.	Activity	Title of the topic	Grade level	Time required
1	Sample lesson plan 1	Natural phenomena and its formation( Rainbow and its formation)	2	40min
2	Sample lesson plan 2	Soil and agricultural products( Types of soil)	3	40 min
3	Sample lesson plan 3	Natural Environment( Matter and properties of matter	4	40 min
4	Sample lesson plan 4	Natural Environment ( States and changes of matter)	4	40 min
5	Sample lesson plan 5	Magnet( Magnetic and non -magnetic materials	4	40 min

School	Year Group	Day	Date
<b>Topic</b> Specify a title, identify the unit and lesson number and include brief description of the main activity	<b>Aims</b> Teaching and learning goals: The children/students will be able to...  Personal teaching goals: I want to...	<b>VELS: Strands, Domain, Foci &amp; Standards</b>  <b>Be selective and specific</b>	
<b>Location / Setting</b>  Identify special environments or facilities needed	<b>Organisation / Student Groups</b>  <b>List group members</b>	<b>Classroom Management Strategy</b>	
<b>Key Vocabulary</b>	<b>Materials, Resources and Equipment</b>	<b>References/Sources</b>  <b>Web-sites</b> <b>Textbooks</b> <b>Teacher reference books etc</b>	

Introduction	Body of Lesson	Conclusion
<b>Connecting, Engaging and Modelling Inquiry</b>	<b>Guiding Inquiry and Practise</b>	<b>Guiding Sharing, Explaining and Reviewing Inquiry</b>
<ul style="list-style-type: none"> <li>Determine what students already know about the topic (eg mind-mapping, brainstorming)</li> <li>'Tuning-in' activity eg story, film, guest speaker, game, direct or vicarious experience and develop starter or focus questions</li> <li>Ask for input from students about how will the topic be researched</li> <li>Explain concepts and terms (definitions)</li> <li>Provide demonstration/appropriate diagram/s</li> <li>Explain the procedure, give instructions</li> <li>Explain expectations of the lesson, learning outcomes ie 'by the end of this lesson you will be able to ...'. You may ask students to determine their own goals - how are they going to demonstrate their learning eg, ICT - PowerPoint, movie-maker, art work performance, debates, and concept maps.</li> </ul> <p><b>Think of alternatives to worksheets!</b></p>	<ol style="list-style-type: none"> <li>May be group or independent tasks or a combination of both             <ul style="list-style-type: none"> <li>List teaching strategies eg active and passive activities, peer tutoring, cooperative group learning.</li> <li>Determine the sequence of tasks and specify how the students will be organised</li> </ul> </li> <li>Questions             <ul style="list-style-type: none"> <li>List the sequence of questions you expect to ask while roving the classroom</li> <li><b>Enabling prompts</b>(support for students having difficulties)</li> <li><b>Challenging prompts</b> (adaptations for students finding the task too easy)</li> </ul> </li> <li>Monitoring/Assessment             <ul style="list-style-type: none"> <li>Plan how you are going to monitor/evaluate students</li> </ul> </li> </ol> <p><b>Teaching small groups</b></p> <p>Show the same detail as in the Introduction if guiding a small group. Include thinking and assessment questions</p>	<ol style="list-style-type: none"> <li>Discussion and Assessment question/s</li> </ol> <p>List the steps to be followed in this section of the lesson and how you will organise student participation.</p> <p>Develop questions and strategies that will</p> <ul style="list-style-type: none"> <li>encourage explanation, discussion, argument and justification</li> <li>assist in reviewing students' learning</li> <li>assess students' learning</li> </ul> <p>Some examples:</p> <ul style="list-style-type: none"> <li>Student presentations</li> <li>Sharing work with others</li> <li>Involve parents eg invite them to presentations</li> <li>Checklists</li> <li>Tests</li> <li>Self Evaluation</li> <li>Reflective Journals</li> <li>Portfolio - Digital or paper</li> </ul>

Month Year

Monthly Objectives

Use this for monthly objectives or to list the IEP goals

Lesson Plans & Lattes

Monday	Tuesday	Wednesday	Thursday	Friday