Instruction

Look at the teacher's plan for a Grade 3 class. Match the elements from the box below to the content of the plan (numbers *1–10). Note there are two extra elements.

Elements:

Personal teaching aim	Differentiation	Learning resources	Follow-up suggestions
Extension activity	Learning outcomes	Lesson evaluation	Possible problems and solutions
Assessment evidence	Procedure	Syllabus fit and previous learning	Interaction patterns

Teacher's lesson plan:

Lesson plan Part A **Class**: *Lion Class* (Grade 3; 15 children, aged around 8 years)	
*1	Unit 5, Lesson 3. Speaking and listening practice of language and vocabulary introduced in Lessons 1 and 2. Learners have already encountered target language and key vocabulary
*2	By the end of the lesson, learners will have practised describing people's appearance in a group speaking activity using (S)he has a… (+ noun); (S)he is… (+ adjective).
*3	Sets of 'people' flashcards (1 set per group of four children) Bingo card (1 per child); blank bingo cards (1 per child); Set of people pictures to show on the screen Coloured pens and pencils
*4	Some children may take a long time to draw pictures, while others may find it difficult to choose and write appropriate words. // Set a clear time limit; Give students the choice to draw or write, or a combination of both. If some learners are having difficulty, suggest that they choose one or more flashcards from the people set to put on their bingo card. Two children in the class often only want to work with their friends, but they would benefit from trying to work with other children too. // Use a strategy such as applespears-bananas to assign groups (e.g. deal out flashcards of particular things/categories or have students take coloured blocks of specific colours from a bag, then all the students with the same flashcard, category or item make a group), reminding children they can return to their seats after the activity. Monitor carefully and offer support where needed.

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*5	I want to take care when I set up activities to be sure that I get children's attention before giving instructions, that I check my instructions and that children are able to use the target language so that they can all participate in the activity in English.

Lesson plan Part B		***6:_____**	
Stage	***Teacher notes and actions***	***Learner action***	***7____ _____**
Warmer (5-10 mins)	Greetings ***routine*** Play guessing game *Who is it?* – describe a student in the class	Children sing *Hello, how are you?* song and respond **chorally** and individually. Children guess who the teacher is describing	Ss (whole class) S (individual) T-S (individual)
Review ***target language*** (10 mins)	Play bingo. Note how students respond to the target language **(*8_____).** Review further if necessary.	Children listen to the description of the people, find the picture on their bingo card and cross it of	T-S
Speaking activity preparation (10 mins	Show the set of people pictures on the screen. As a class, elicit then match the key words (adjectives and nouns) to each picture by dragging and dropping. Show children how to choose six people. They can choose to draw, write or use a flashcard, depending on their preference or ability **(*9_____).**	Children look, read and match words to pictures on the screen. Children choose six people from the screen. They add the people onto a new bingo card how they like (by drawing or describing using words). They could use one or more of the people flashcards to put on their bingo card if time is short **(*9_____)**	Ss S
Speaking activity (10–15 mins)	Demonstrate how to play bingo in groups. Review target language and check instructions. Monitor and listen to students as they use the target language; note how well they work with their	Children take turns in their group to describe a person. They cross off the person they hear, if they have it on their bingo card. The winner is the first to make a line.	S-Ss (Groups)

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	classmates in groups **(*8_____).**		
Feedback (5-10 mins)	Conduct ***whole class*** feedback and review common mistakes using a game-like error correction activity.	Children feed back on the activity and participate in error correction game.	Ss-T
Closure (5–10 mins	Exit tickets – ask children to complete today's exit ticket **(*8_____).**	Children write in their notebooks (in English or L1): 3 words they used today; 2 things they did well; 1 thing they want to do better or remember for next lesson. They show and explain to the teacher as they leave the classroom.	S S-T

Lesson plan Part C ***10:_____** How did the students perform and behave in the lesson? Were they able to participate in the activity in English? Did they achieve the learning outcomes? What can I do differently next time? How?

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