**UČNA PRIPRAVA ZA TIMSKO POUČEVANJE**

***Team Teaching Lesson Plan***

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| **Predmet *Subject*** | **English and Electronics** |
| **Letnik, razred**  ***Class*** | 3rd year of gymnasium |
| **Učni sklop, tema**  ***Topic*** | Electricity 1 (Basics)  Electricity 2 (Measurements) |
| **Zaporedna št. ure**  ***No. of lessons*** | 2 |

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| **Žarišče ure oz. sklopa:**  ***Lesson focus:*** Professional literacy in the Electronics class | |
| **Vrsta timskega poučevanja**  ***Team teaching type*** | Traditional, Supportive, Complementary |
| **Učna oblika**  ***Teaching design*** | frontal, individual, pair work |
| **Učna metoda**  ***Teaching method*** | group work, discussion, explanation |
| **Učna sredstva in pripomočki**   * **za učitelja** * **za dijake**   ***Teaching aids, devices***  ***- teacher***  ***- student*** | **Teachers**  - computer, internet, projector, speakers, teacher handout  **Students**  - student handout, writing materials |
| ***Goals***   * introducing new vocabulary related to electricity * working with technical text about electricity and answering questions about the text * examining the use of prepositions in technical contexts   ***Learning outcomes***  At the end of the two lessons, students will be able to:   * explain selected key words related to the topic electricity * find key information from the text, based on the comprehension questions * use the appropriate prepositions in selected sentences | |

**Lesson 1 Activities**

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| **POTEK UČNE URE / *Teacher and student activities*** | | | |
| **Activity** | **Electronics Teacher** | **Foreign Teacher** | **Students** |
| **1. Warm-up**  *5 m* | Call students to read the statements about electricity | Ask students to decide which of the statements is false | Read aloud, discuss and select the false statement |
| **2. Translation**  *5 m* | Ask students to explain the meaning of the words in Slovene | Ask students to skim the text and find the translations | Explain in Slovene and find words in the text |
| **3. Text**  *20 m* | Ask students to translate each paragraph into Slovene  Support with additional explanations in Slovene | Call students to read each paragraph  Ask students to complete the true/false exercise, then check answers | Read aloud and translate  Complete exercise |
| **4. Vocabulary**  *10 m* | Call students to read and translate the definitions and consolidate understanding where necessary | Ask students to complete the task and then get feedback | Complete task and give feedback |
| **5. Preposition**  *5 m* | Ask students to complete the task by inserting the correct prepositions | Check answers | Fill in the appropriate prepositions |

**Lesson 2 Activities**

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| **POTEK UČNE URE / *Teacher and student activities*** | | | |
| **Activity** | **Electronics Teacher** | **Foreign Teacher** | **Students** |
| **1. Review**  *10 m* | Ask students to recall all the vocabulary terms from the last lesson | Write words on the board and ask students to explain them again | Recall words and explain them |
| **2. Reading and translating**  *15 m* | Ask students to read each paragraph and translate them into Slovene | Correct pronunciations and give tips on reading equations and SI units | Read aloud |
| **3. Comprehension check**  *10 m* | Explain concepts to students who have problems | Ask students to answer the questions and check answers | Answer questions and provide feedback |
| **4. Vocabulary**  *10 m* | Ask students to translate the key words and check answers | Ask students to write the definitions of the words  Circulate the classroom and help students | Translate words  Write definitions and read them to the class |

**Evaluation**

The two lessons served to introduce key words related to electricity and at the end students were able to explain the words properly. Their writing was not as accurate as we expected and this means more practice is required. Answering the comprehension questions was easy for most of the students. Having the Electronics teacher together with the foreign teacher enabled both language and content to be taken care of during the same lessons. Students liked that and responded very well to the various forms of interactions initiated by the two teachers.