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|  | **LESSON PLAN FOR TEAM TEACHING** |

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| **Subject:** | | English | | | **Class:** | | | 1.a | | **Date:** | 25.09.2014 | **Lesson #:** | 12/105 | **Classroom:** | 16 |
| **Teachers:** | | Benjamin Tweedie (FT) & Brigita Vertič Kumer (ST) | | | | | | | | | | | | | |
| **Topic:** | Charities | | | | | | | | | | | | | | |
| **Content focus:** | | | Culture: What are charities and types of charities? Is all charity work useful?  Language: Developing content-specific vocabulary and developing skill in argumentation | | | | | | | | | | | | |
| **Team teaching types:** | | | | | | dialogue, traditional, alternating & supportive | | | | | | | | | |
| **Teaching design:** | | | | teacher-led, individual, group& pair-work | | | | | | | | | | | |
| **Teaching methods:** | | | | discussion, explanation, exercise & working with text | | | | | | | | | | | |
| **Goals:** | To sensitise the students to the concept of a charity, their different types and whether all charitable work is useful.  To broaden the students’ vocabulary related to the theme of “Charities”.  To develop the students’ argumentation skills. | | | | | | | | | | | | | | |
| **Expected Learning Outcomes:** | | | | | | | | | The students will be able to differentiate between charity types and reflect on their usefulness.  The students will be able to recall charity-specific vocabulary.  The students will be able to develop their argumentation skills. | | | | | | |
| **Teaching aids and materials:** | | | | | | | for teachers: | | | | whiteboard, markers, dictionary, computer, projector | | | | |
| for students: | | | | hand-outs, pencils, pens, eraser | | | | |
| **Prerequisite knowledge:** | | | | | | | Ideally, this lesson is used as introduction to **4D Make a difference** theme in Insight Intermediate. | | | | | | | | |

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| **TEACHING STAGES**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **TIME** | **TEACHER ACTIVITIES** | | **STUDENT ACTIVITIES** | **ITP** | | **ST** | **FT** | | 2' | Checks student attendance and distributes Activity 1 worksheet; one per group.  Repeat the instructions in Slovene language. | Introduces the lesson and requests that students are seated in 4 groups.  Asks the students (in their small groups) to collaboratively define the concept of a **charity**. | Students ensure they are seated in the correct group and listen to the instructions | supportive | | 5' | ST rotates from group to group and provides assistance to student groups. | FT rotates from group to group and provides assistance to student groups. | Students work together in small groups to define the concept of a **charity**. | alternating | | 5' | Requests each group present their definition to the class and display it on the whiteboard. | Writes a mind map on the whiteboard of the vocabulary that is common to all groups’ definitions. | Students alternately present and listen to other groups’ definitions. | traditional | | 4,5' | Provides Slovene language assistance if required. | Displays a formal definition and compares it to students’ definitions highlighting the emphasised words. | Students provide comment on the accuracy of their definition. | supportive | | 3,5' | Identifies which ones she recognises and whether she knows what they do. | Displays a number of known charities and asks the ST if she knows them and what they do. | Students observe the dialogue and take notes if appropriate. | dialogue | | 7' | Verifies whether the students understand the charity types by asking questions in Slovene language. | Displays the six charity types and asks selected students to read them out aloud-  Explains the instructions for Activity 2 – the students should attempt to complete it individually before pair-checking their answers. | Students review displayed charity types; selected students read them out aloud.  Students attempt to complete the activity individually before pair-checking. | supportive | | 3' | Checks the answers verbally with the students. | Writes the correct answers on the whiteboard. | Students provide feedback about their work. | traditional | | 4' | Monitors student on-task behaviour. | Play the Radi-Aid video and asks students to watch carefully. | Students watch the Radi-Aid video. | supportive | | 10' | Prompts and elicits responses for questions 2 & 4 (Activity 3). | Prompts and elicits responses for questions 1 & 3 (Activity 3). | Students provide feedback to the questions. | alternating | | 1' | Explains the homework activity. | Displays the homework activity. | Students listen to the instructions and write-down the homework. | supportive | |