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

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| **Subject:** | | English | | | **Class:** | | | 2.c | | **Date:** | 6/2/2014 | **Lesson** | 60 | **Classroom:** | 12 |
| **Teachers:** | | Benjamin Tweedie (FT) & Alenka Ketiš (ST) | | | | | | | | | | | | | |
| **Topic:** | Couch-Surfing | | | | | | | | | | | | | | |
| **Content focus:** | | | Culture: From House Swapping to Couch Surfing  Language: Story writing | | | | | | | | | | | | |
| **Team teaching types:** | | | | | | dialogue, alternating, differentiated& supportive | | | | | | | | | |
| **Teaching design:** | | | | teacher-led, individual & group work | | | | | | | | | | | |
| **Teaching methods:** | | | | discussion, explanation, exercise & working with text | | | | | | | | | | | |
| **Goals:** | To sensitise the students to the concept of couch surfing  To develop the students’ writing skills | | | | | | | | | | | | | | |
| **Expected Learning Outcomes:** | | | | | | | | | The students will be able to recall the advantages and disadvantages of couch surfing.  The students will be able to further develop their ability to write a short story based on a textual prompt. | | | | | | |
| **Teaching aids and materials:** | | | | | | | for teachers: | | | | whiteboard, markers, dictionary, computer, projector | | | | |
| for students: | | | | hand-outs, pencils, pens, eraser | | | | |
| **Prerequisite knowledge:** | | | | | | | Students need to have already completed the introductory text “House swapping” on pp 28-29 of Insight Intermediate. | | | | | | | | |

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| **TEACHING STAGES**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **TIME** | **TEACHER ACTIVITIES** | | **STUDENT ACTIVITIES** | **ITP** | | **ST** | **FT** | | 5' | Checks student attendance.  Discusses the accuracy of the mind-map with the FT. | Introduces the lesson and displays the **House swapping** mind-map.  Discusses the accuracy of the mind-map with the ST. | Students prepare themselves and review the displayed mind-map.  Students observe discussion between the two teachers. | dialogue | | 5' | Provides additional support to students with Slovene translations when required.  Verifies (in Slovene language) whether the students understand the concept of couch surfing. | Shows a series of images and asks students whether they demonstrate the concept of couch surfing.  Plays the couch surfing.com song. | Students provide responses to the visual prompts.  Students watch the video and respond to the teacher’s questions. | supportive | | 10' | Distributes Activity 1 worksheet.  Tabulates the Question 1 responses and conducts a quick analysis.  Tabulates the Question 2 responses and conducts a quick analysis. | Explains the conduct of Activity 1.  Shows each image for Question 1 and prompts students to note ‘Yes’ or ‘No’.  Shows each image for Question 2 and prompts students to note ‘Yes’ or ‘No’. | Students review images and complete Question 1.  Students review images and complete Question 2. | alternating | | 10' | Splits class into two differentiated groups.  Works with lower-ability group to complete Questions 3 & 4. | Works with higher-ability group to complete Questions 3 & 4. | Students work in two groups with allocated teacher to complete Questions 3 & 4. | differentiated | | 8' | Explains the conduct of Activity 2; emphasises the different word limits for the differentiated groups.  Discusses each confession with the FT. | Distributes Activity 2 worksheet.  Discusses each confession with the ST. | Students observe the discussion and make notes as appropriate. | dialogue | | 7' | Assists lower-ability group with their story-writing. | Assists higher-ability group with their story-writing. | Students choose a confession and commence writing a relevant story. They finish the story for homework. | differentiated | |