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

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| **Subject:** | | English | | | **Class:** | | | 2.d | | **Date:** | 26.02.2015 | **Lesson #:** | 62 | **Classroom:** | 16 |
| **Teachers:** | | Benjamin Tweedie (FT), Manja Bratuž (ST) | | | | | | | | | | | | | |
| **Topic:** | Social Media (Messaging) | | | | | | | | | | | | | | |
| **Content focus:** | | | Culture: The wider societal impact of social media messaging  Language: Content-relevant vocabulary and the characteristics of a formal letter | | | | | | | | | | | | |
| **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 wider societal implications of social media messaging  To confirm the students' understanding of the characteristics of a formal letter | | | | | | | | | | | | | | |
| **Expected Learning Outcomes:** | | | | | | | | | The students will be able to reflect on the negative aspects of social media messaging.  The students will be able to verify whether they understand the characteristics of a formal letter. | | | | | | |
| **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 lessons which deal with the theoretical aspects of formal/informal letter writing. | | | | | | | | |

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| **TEACHING STAGES**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **TIME** | **TEACHER ACTIVITIES** | | **STUDENT ACTIVITIES** | **ITP** | | **ST** | **FT** | | 1' | Checks student attendance. | Introduces the lesson and verifies that the students are seated in their allocated groups. | Students prepare themselves and ensue they sit in their allocated groups. | supportive | | 2' | Discusses the relevance of the quote with the FT. | Discusses with ST the relevance of Einstein’s quote current relevance. | Students observe discussion between the two teachers. | dialogue | | 5' | Provides additional support to students with Slovene translations when required. | Reviews the evolution of social media messaging. | Students listen to the presentation and ask questions when prompted. | supportive | | 2' | Conducts a quick survey of the students’ usage of social media for messaging purposes. | Tabulates the student feedback on the board. | Students provide input either voluntarily or after being nominated by the teacher. | traditional | | 5' | Monitors students’ on-task behaviour.  Elicits comments from students about the video.  Distributes the stimulus image for each group. | Plays the “Miscommunication with Texting” video.  Provides assistance to ST when required.  Gives instructions for the group activity. | Students watch the video and provide appropriate feedback. | supportive | | 6' | Alternates between Groups 1 and 2 in order to monitor and facilitate the discussion. | Alternates between Groups 3 and 4 in order to monitor and facilitate the discussion. | Students discuss the issues relevant to their allocated stimulus image in 4 small groups. | alternating | | 4' | Leads the feedback for groups 1 & 2.  Writes feedback on whiteboard. | Writes feedback on whiteboard.  Leads the feedback for groups 3 & 4. | Selected small group representatives provide feedback about their allocated stimulus image. | traditional | | 15' | Requests that the students read the text & attempt to translate the underlined vocabulary into Slovene. Clarifies language which is not understood. | Distributes the “Is Social Media Sabotaging Real Communication?” text.  Requests that students work in pairs to identify the most-appropriate example of a formal letter. | Students read the text and attempt to translate the selected vocabulary into Slovene. | supportive | | 3,5' | Monitors progress of pair-work and provides assistance when required or requested. | Monitors progress of pair-work and provides assistance when required or requested. | Students work in pairs to complete the task. | supportive | | 1,5' | Requests selected pairs to report back to the whole class about their choice and justification. | Writes justification on whiteboard. | Selected pairs report back to the whole class. | traditional | |