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| Šolski center Kranj | **LESSON PLAN FOR TEAM TEACHING** |

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| **Subject:** | | English | | | | | **Class:** | | | 3.Gb | **Date:** | 14.10.2014 | **Lesson #:** | 14/105 | **Classroom:** | 330 |
| **Teachers:** | | Benjamin Tweedie (FT) & Zdenka Varl (ST) | | | | | | | | | | | | | | |
| **Topic:** | The Cane Toad | | | | | | | | | | | | | | | |
| **Content focus:** | | | Culture: The impact of the Cane Toad on the Australian environment & society  Language: Reading and listening comprehension skills for specific information. Sensitisation to Australian English. | | | | | | | | | | | | | |
| **Team teaching types:** | | | | | dialogue, traditional, complementary, alternating & supportive | | | | | | | | | | | |
| **Teaching design:** | | | | teacher-led, individual & pair-work | | | | | | | | | | | | |
| **Teaching methods:** | | | | discussion, explanation, exercise & working with text | | | | | | | | | | | | |
| **Goals:** | To raise student awareness of the impact of the Cane Toad on both the Australian environment and society  To develop the students' reading and listening comprehension skills.  To sensitise students to different Australian accents and idiomatic language. | | | | | | | | | | | | | | | |
| **Expected Learning Outcomes:** | | | | | | | | The students will be able to recall how the cane toad detrimentally affects the Australian environment and society.  The students will be able to further refine their reading and listening comprehension skills.  The students will be able to sensitise themselves to different Australian accents and idiomatic language. | | | | | | | | |
| **Teaching aids and materials:** | | | | | | for teachers: | | | whiteboard, interactive smart board, markers, dictionary, computer, projector | | | | | | | |
| for students: | | | hand-outs, pencils, pens, eraser | | | | | | | |
| **Prerequisite knowledge:** | | | | | | The students have completed 13B Caring for future generations (*Way Up Intermediate, p 87*)*.* | | | | | | | | | | |

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| **TEACHING STAGES**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **TIME** | **TEACHER ACTIVITIES** | | **STUDENT ACTIVITIES** | **ITP** | | **ST** | **FT** | | 4' | Checks student attendance. | Plays introductory video about the Cane Toad. | Students watch the video. | supportive | | 3' | Provides additional support to students with Slovene translations when required. | Guides students through gap-fill activity about the video content. | Students provide input either voluntarily or after being nominated by the teacher. | complementary | | 5' | Divides students into two groups according to ability-level.  Leads Activity 2 (in Slovene language) with group 1 – what can we do to the predator? Uses some stimulus images to elicit possible solutions. | Leads Activity 2 (in English language) with group 2 – what can we do to the prey? Uses some stimulus images to elicit possible solutions. | Students work in small groups to identify a preferred country for each given reason and justification for their selection. | differentiated |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 5' | Requests selected students identify whether their approach corresponds with the news report’s approach.  Plays news report audio about the prey-targeted approach. | | Plays news report audio about the predator-targeted approach.  Requests selected students identify whether their approach corresponds with the news report’s approach. | Students listen to the audio and determine whether their hypothesised approach corresponds with the reported approach. | alternating | | 12' | Requests that the students read the text silently to themselves and attempt to translate the underlined vocabulary into Slovene with a classmate.  Monitors progress of pair-work and provides assistance when required or requested.  Provides feedback on the accuracy of each translation and writes the Slovene word on the whiteboard. | Distributes the Activity 3 text.  Monitors progress of pair-work and provides assistance when required or requested.  Requests selected pairs to report their translations. | | Students read the text and attempt to translate the underlined vocabulary into Slovene (in pairs).  Selected pairs report back to the whole class. | traditional | | 3' | Monitors student on-task behaviour. | Plays Activity 4 video and requests students to listen carefully due to the utilisation of Australian-specific idiomatic language. | | Students watch the video. | supportive | | 10' | Requests students to work individually to complete Activity 4. | Distributes Activity 4 worksheet. | | Students work individually complete Activity 4. | | 3' | Provides additional clarification in Slovene language when required. | Requests selected students to identify the answers to Activity 4. | | Selected students provide answers. | |