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

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| **Subject:** | | English | | | **Class:** | | | 1.Gb | | **Date:** | 10.12.2014 | **Lesson #:** | 46/105 | **Classroom:** | 317 |
| **Teachers:** | | Benjamin Tweedie (FT) & Tilka Sever (ST) | | | | | | | | | | | | | |
| **Topic:** | National Holidays | | | | | | | | | | | | | | |
| **Content focus:** | | | Culture: Australian National Holidays and their inherent controversy  Language: Identifying the 5Ws of a given text | | | | | | | | | | | | |
| **Team teaching types:** | | | | | | dialogue, traditional, complementary, rotational & supportive | | | | | | | | | |
| **Teaching design:** | | | | teacher-led, individual & pair-work | | | | | | | | | | | |
| **Teaching methods:** | | | | discussion, explanation, exercise & working with text | | | | | | | | | | | |
| **Goals:** | To familiarise the students with some important Australian national holidays.  To develop the students' skills in identification of the 5Ws of a given text. | | | | | | | | | | | | | | |
| **Expected Learning Outcomes:** | | | | | | | | | The students will be able to recall the key features of three Australian national holidays.  The students will be able to practise their identification of the 5Ws of a given text. | | | | | | |
| **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 the introductory material about *National Holidays* in the textbook (*Way Up Intermediate, pp 28-29.*  ***NOTE****:* This lesson can be used as an introduction to the *National* Holidays textbook topic. | | | | | | | | |

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| **TEACHING STAGES**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **TIME** | **TEACHER ACTIVITIES** | | **STUDENT ACTIVITIES** | **ITP** | | **ST** | **FT** | | 5' | Checks student attendance. | Leads students through the attention-getter quiz. | Students provide input either voluntarily or after being nominated by the teacher. | supportive | | 10' | Provides additional support to students with Slovene translations when required. | Outlines the “Melbourne Cup” and  “Australia Day” national holidays using a 5W approach:  WHEN, WHY, WHAT, WHERE & WHO. | Students listen to the presentation and ask questions when prompted. | complementary | | 5' | Tabulates the student feedback on the board. | Highlights instances of divergent views about “Australia Day”. Asks students to provide their own opinion about each view’s validity. | Students provide input either voluntarily or after being nominated by the teacher. | traditional | | 7' | Discusses “Anzac Day” with the FT. | Discusses “Anzac Day” with the ST with the assistance of relevant imagery. Explains the significance of the Slouch Hat and how the gambling game Two-Up works. | Students listen to the discussion. | dialogue | | 10' | Requests that the students read the text silently to themselves, underline unknown vocabulary and attempt to translate the selected vocabulary into Slovene. Clarifies language which is not understood. | Distributes the “Anzac Day” text. | Students read the text and attempt to translate the selected vocabulary into Slovene. | supportive | | 5' | Rotates between (lower ability) pairs and provides assistance when required or requested. | Instructs students to identify the WHEN, WHY, WHAT, WHERE & WHO of the text.  Rotates between (higher ability) pairs and provides assistance when required or requested. | Students work in (similar ability level) pairs to complete the task. | rotational | | 3' | Writes feedback on the whiteboard | Selects pairs to report back their collaboration.  Provides feedback to selected pairs. | Selected pairs report back to the whole class. | traditional | |