# Lesson Plan

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| **Lesson Topic** |
| **ENVIRONMENTAL PROBLEMS** |

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| **Subject** | **Class** | **Curriculum Links** |
| ENGLISH | 6/A | Learning new language about environmental problems,causes and solutions to these problems. |

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| **Context** | |
| **Project Name** | **Creating an Innovative Platform of Communication and Teaching in a Digital Society** |
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| **Links with *previous* lesson(s)** | In previous lesson students have read some text about environmental problems that can be utilised in this lesson |
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| **Links with *future* lesson(s)** | The skills and knowledge acquired in current lesson like causes and solutions of environmental problems and related vocabulary can be utilisedat 7th grade Englishand Science lesson. |
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| **Cross curricular links *before* the lesson** | Science:Students have learnt some major environmental problems in their native language.  ICT:Students have learnt to prepare some charts ,diagrams and power point slides.  Thusthey are already familiar to this topic thanks tothese set of lessons. |
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| **Cross curricular links *after* the lesson** | Turkish:Students will write essays about environmental problems  Science:They will be able to understand English terms that they see in this lesson.  Ict:They will create charts and power point slides with the information they have learnt in these set of lessons. |

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| **Learning Objective:** |
| At the end of the lesson students will learn new vocabulary realted to the topic and will be able to use in daily life.They will be more aware of the main environmental problems and their causes and solutions. |

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| **Learning Outcomes:** |
| By the end of the lesson learners will be able to:  -understand important causes of environmental problems and some solutions  -extend their understanding of lexis connected to climate change and environmental issues  -improve understanding of pronunciation information given in a dictionary take notes and retell information to others  -use expressions of certainty when discussing events likely to happen in the future  -practise using the first conditional to talk about consequences  -Provide oppurtunity for free speaking practises |

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| **Pre Lesson Preparation** | **ICT Resources** |
| Materials, presentations, educational movies, resources needed etc. | Hardware equipment you will need for this lesson (e.g. tablets, smartphone, computer, Interactive board. ).  Software and Apps |

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| **Prior Learning / Assessment to inform planning** |
| **In the previous lessons we had the students** make some research about the environmental problems.They read some article about the topic.They searched about the vocabulary that they can ancounter during the lesson. |

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| **Key Vocabulary** |
| **Environment ,global warming,climate change,pollution,recycling,extinction etc.** |

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| **Key competencies development:** |
| By the end of this lesson, students will develop the following key competencies ….   1. They can talk about environmental problems of both their country and world. 2. Prepare charts ,diagrams and slides with the information that they learnt in English. 3. Have competence in foreign language.. |

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| **Non-formal methods applied in the lesson:** |
| List the methods and games you will use ….  Step game |

**LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES**

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| **Time** | **Link to**  **Learning**  **Outcome number** | **Teacher Activity**  Objectives & Outcomes,  Teaching Activities, Revisiting Outcomes & Consolidation | **Learner Activity**  Identify the techniques used to differentiate for ALL Learners | **Assessment Strategies**  Used to Ensure Progress of All Learners | **Resources**  e.g. TEL, Other Adults, Materials and Equipment |
| 10’ |  | Introducing the topic and expressing the aim of the subject | Have a look at the unit’pages and try to understand the main idea of unıt. | Asking the class questions about main idea. | Oral presentation |
| 20’ |  | Control the students knowledge about the key vocabulary about the topic. | Finds the words that you don’t know related to subject. | Asking the students write down at least ten words . | Students book |
| 10’ |  | Draw a chart on the board about the classification of environmental problems. | Have them draw the chart on their notebooks and then discuss | Asking the students to assess their knowledge about environmental problems. |  |
| 10’ |  | Have students write 5 major environmental problems on the board. | Have them discuss the causes of environmental problems. | Have them criticize their friends misconceptions. | Smart boards notebook |

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| **Home Learning/Homework** |
| Have them write an essay about the topic  Have them research the main causes of environmental problems.  Have them prepare a slideshow or shoot a video about the topic.  Have them prepare posters for the class board. |

# Lesson Evaluation

**What was successful / not so successful? What was the impact of this on student progress?**

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| **Lesson Topic** | **Subject** |
| ENVIRONMENTAL PROBLEMS | ENGLISH |

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| **Evaluator** |
| NESLİHAN SAVCI |

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| **Evaluation** |
| **Pupil Learning & Progression**  Most of the the pupils achieve the intended learning outcome. We can understand from the number of words they memorised at the end of the unit, whether they can talk or not about environmental problems in foreign language etc. Also ,from the test and exams we applied during and at the end of unit. |
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| The students fill in the self evaluation form at the end of each unit so that we can understand which of the objectives have been acquired or not |
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| **Teaching & Classroom Management**  To Support the proper curriculum execution,having a positive impact on students,achieving given learning requirements and goals;  We use differents types of teaching and classromm managements techniques like working in gropus of four,peer working and peer assessment,individual and group presentations |
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| **Planning & Subject Knowledge**  New information is more easily learnt by relating it to the something that is already known .Thus we can prevent he misconceptions.  Differentation has notible impact Where appropriate,learners’ individual needs more accuretaly could be identified before and during the lesson and teacher could act more positively to meet these needs. |

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| **Next Steps in Learning** |
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