

**TURKISH TEAM**

**MOBİL İMAM HATİP SECONDARY SCHOOL**

MOBİL İHO/DR NESİBE BATIYOL STREET/NO:2/BAYRAMPASA/ISTANBUL

**TEACHING SIMPLE PRESENT TENSE by JENGA GAME**

# Lesson Plan

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| **Lesson Topic** |
| **Teaching Simple Present Tense by Jenga Game** |

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| **Subject** | **Class** | **Curriculum Links** |
| English  ICT  Cultural Heritage  PE | 5th Grade  (10-11 year old students , 27 pupils) | English ICT  Sports |

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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)** | Grammar points, Functioning words. Wh questions, like and dislike |
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| **Links with *future* lesson(s)** | Using daily life Language related to other elements  Vocabulary related to asking opinions  The importance of using tenses correctly  Preparing hand-outs for daily routines |
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| **Cross curricular links *before* the lesson** | Computer Skills,  Game Awareness,  Communication Skills,  The Awareness of tenses and their rules  The Ability of using Language correctly |
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| **Cross curricular links *after* the lesson** | Students need to have computer skills to use different applications |

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| **Learning Objective:** |
| Students will be able to recognise the parts of sentences as noun, verb, adverb, adverbs of frequency and time expressions.  Students will be able to speak about their own daily matters.  Students will practise and focus on the use of the language through games and tenses  Students will cooperate with his/her classmates. |

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| **Learning Outcomes:** |
| 1-Students will be able to ask and answer basic questions related to daily matters, daily routines  2.Students will be able to have an awareness of simple present tense and daily language words  3.Students will be able to learn verbs, time expressions, subjects, and daily matters.  4. Students will be able to speak mutually.  5. Students will learn how to form parts of sentences.  6. They will learn to act quickly and create new strategies. |

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| **Pre Lesson Preparation** | **ICT Resources** |
| Student’s book ( More&More 5 practice book), notebook, pen, pencils, jenga game tools and desks, role play, smart board, computer | Smart board, computer, kahoot game. |

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| **Prior Learning / Assessment to inform planning** |
| Rules of the game, Importance of the tenses. Daily matters. Everyday language. Preparing the conversations and questions. Introducing with [www.kahoot.it](http://www.kahoot.it) Explaining the issues to students. |

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| **Key Vocabulary** |
| **English:** Introduce, daily language, everyday matters, words-verbs for using in general issues.  **Cultural Heritage:** importance**,** dislike, like, awareness of general verbs.  **ICT:** smart board, online questions, [www.kahoot.it](http://www.kahoot.it), joining the game.  **Sports - PE:** acting quickly, running, walking fast. |

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| **Key competencies development:** |
| At the end lesson, students will develop following basic skills:  **Speaking and Listening**: they will be able to talk daily matters by using simple present tense, get to know students’ daily routines, ask their opinion about daily issues.  **Reading**: Understanding giving tasks  **Writing:** They will write a simple daily language conversation and then act it each other. |

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| **Non-formal methods applied in the lesson:** |
| Warm up activity (see appendix 1)  Jenga game ( see appendix 2 )  Kahoot game by [www.kahoot.it](http://www.kahoot.it) portal. ( see appendix -3 ) |

**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 |
| 8 | **6** | **Ice breaker** “Traffic Lights” | Commands, team building, critical thinking. | Commanding the whole group what they will act and then think&discuss at the end. | \*Appendix 1 |
| 9 | **1** | Presentation of basic questions with daily Lives of people | Students will listen and take notes | Repetition | Smart board |
| 8 | **1** | **Lead in**  Structing the game and portal by the help of smart boards | Using keyword students will try ask questions | Group work and reporting results (questions they form) to whole class | Teacher writing,  brain storming  \*Appendix 2 |
| 20 | **1-2-3** | **“Jenga ” Game**  Teacher gives information about the game and its rules | Groups are formed and the location that the game is going to be played is defined | Defining vocabulary, sentences, parts of sentences, structures they use | Playing a game  Repetition  Act out  “Jenga” Game \*Appendix 2 & 3 |
| 35 | **5** | **Kahoot.it**  Teacher will manage /observe students while they use www.kahoot.it | Students will answer the questions that were prepared by the teacher | Kahoot portal give feedback at that moment | [www.kahoot.it](http://www.kahoot.it)  ICT class  \*Appendix 3 |

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| **Home Learning/Homework** |
| They are asked to complete only one task  Students will write six or seven sentences related to their own daily lives. In this way they learn verbs, word-patterns and etc. |

# Lesson Evaluation

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| **Lesson Topic** | **Subject** |
| **Simple Present tense and its usage** | **English** |

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| **Evaluator** |
| English teacher |

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| **Evaluation** |
| **Pupil Learning & Progression**  We can understand the progression of students with different kinds of activities and games. |
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| Most of the students achieved the learning outcomes. Through the kahoot web portal program, we can evaluate learning outcomes. We can get feedback whether students understand and produce the related language structures, tense and new daily language verbs that we teach. During the lesson teacher can also observe students’ performance. Progress can also be observed from the general atmosphere in the class by the teacher who is leader and monitor. |
| By playing games, we want to teach them grammar structures of simple present tense. First, we can talk about using simple present tense in daily life. Personally, teacher gives examples from his/her own daily conversations and routines. In 5-10 minutes we give the structures of the lesson. Then, following 20 minutes; the lesson will be like a simple competition. After we separate or create 3 groups (our class; we have 27 students- this means the groups will be 9 participants for each one.), we start the games in lesson. We structured the class according to game. In this phrases; mind the jenga game as a whole. First as a teacher; we’ll write a question to the smart board by the help of my keyboard as a teacher. They will answer the question correctly. After each true response they run without playing blocks of the game. However, if they answer incorrectly, they must go to next to a tower of jenga made before the game starting. Then the pupil who gives the incorrect answer, move one of the piece from jenga game-tower and he/she would try to be NOT the one who makes it fall. Then his/her group will lose. The other groups will get one point. In this way, in competitive way; we will teach grammar points of simple present tense. |
| **Teaching & Classroom Management**  Teacher creates a learning environment .He/she presents games and activities for each step of lesson that students can be active. At the beginning of the lesson, teacher guides the students, corrects mistakes, encourages peer working. Throughout the lesson, students get free step by step with each activity. The lesson ends with producing concrete product using what they have learned during whole lesson. Then they will be able to use daily language of foreign language. |
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| **Planning & Subject Knowledge**  In these lessons; communication with others in the class is vital. Through “ask me” they will be in a relaxing environment where they will learn new verbs, words, new concepts/phrases, and also they will learn these by having fun because of the potential games. |

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| **Next Steps in Learning,** |
| For next steps, students are expected to use language by themselves especially for their daily routines. |

# APPENDIX 1

**What is “Traffic Lights” warm-up game? \***Warm up Activity\*

Traffic Lights

This is a basic warm-up activity, where the leader / teacher shouts commands and the group have to complete the relevant action. The teacher gives the commands and 27 students will follow the game as below :

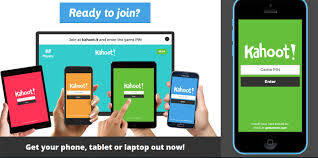
* Red - Stop
* Yellow - Run on the spot
* Green - Run around the area
* Carpool - travel in groups of 2
* Traffic Jam - walk or slowly jog
* Right or Left - pupils change direction
* School Zone - slow walking, stop and slow walking again
* Reverse Parking - walk backwards
* Rain - use arms to mimic windscreen wipers
* 1st gear: Walking speed
* 2nd gear: Jogging
* 3rd gear: Running
* 4th gear: Sprinting: Then , the teacher ends the activity ; the pupils start to discuss about daily matters.

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| **Appendix – 2 ( jenga game in Class )** | | |
| **APPENDIX – 2 Jenga GAME** | | |
| Name | | Jenga Game in Class For teaching purpose |
| Types of activity (Domains) | | Games for all |
| Objectives  (skills development) | Motor Skills | Focusing on attention,  Spatial perception |
| Cognitive Skills | Attention, focus, decision making, acting in accordance with the rules |
| Social Skills | Team-working, Communication |
| Participants (age) | | 11-12 years |
| Resources needed | Human | TEACHER |
| Material | No extra material needed |
| Founding | Don’t need any money. |
| Time | | Nearly 30’ minutes in the duration of the lesson. |
| Place | | In the classroom |
| Preparation | | Determination of the play area, desks, organisation. |
| Description | | Jenga is a game of physical and mental skill. A classic Jenga game consists of 54 precision-crafted, specially finished hard wood blocks. To set up the game in our classrooms, use the included loading tray to create the initial tower. Stack all of the blocks in levels of three placed next to each other along their long sides and at a right angle to the previous level. |
| Adaptations needed | Material/Equipment | No extra material needed. |
| Rules | Jenga is played with 54 wooden blocks. Each block is three times as long as its width, and one fifth as thick as its length 1.5 × 2.5 × 7.5 cm (0.59 × 0.98 × 3.0 in). To set up the game, the included loading tray is used to stack the initial tower which has 18 levels of three blocks placed adjacent to each other along their long side and perpendicular to the previous level (so, for example, if the blocks in the first level lie lengthwise north-south, the second level blocks will lie east-west).  Once the tower is built, the person who built the tower gets the first move. Moving in Jenga consists of taking one and only one block from any level (except the one below the incomplete top level) of the tower, and placing it on the topmost level to complete it. Only one hand should be used at a time when taking blocks from the tower. Blocks may be bumped to find a loose block that will not disturb the rest of the tower. Any block that is moved out of place must be returned to its original location before removing another block. The turn ends when the next person to move touches the tower or after ten seconds, whichever occurs first.  The game ends when the tower falls in even a minor way; in other words, any piece falls from the tower, other than the piece being knocked out to move to the top. The winner is the last person to successfully remove and place a block. |
| Context | Care the security rules in the classroom |
| Communication strategies | Vision, capture and application, strategy skills,  Modeling for vision and muscular skills . |
| Evaluation | | - Suggest how to improve and other suggestions; Discussions in the groups. |

**Appendix – 3 Kahoot.it Game**

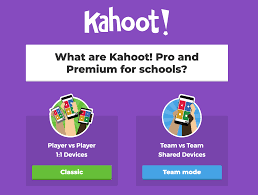
**Kahoot**! is a **game**-based learning platform, used as educational technology in schools and other educational institutions. Its learning **games**, "**Kahoots**", are multiple-choice quizzes that allow user generation and can be accessed via a web browser or the **Kahoot** app.

A **Kahoot** quiz is a series of questions with between two to four multiple-choice answers to choose from. Teachers can create their own quizzes, duplicate and edit others created and shared by other teachers, or simply play **Kahoots** created by other users.



They are generated once a **kahoot** has been launched, and used at **kahoot**.it so that learners can join a leader's **kahoot**. In order to find a **game PIN** you need to be at a location where someone is hosting/leading a **kahoot**. The screen they've launched the **kahoot** on must be in sight for you to see the **game PIN**.

**Kahoot**! can be used from any device (through the website or the app), making learning fun and inclusive in all contexts for all ages. Teachers can create multiple choice games related to class content that students can play as a class by entering the game code on their app or device.



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**Kahoot**! accounts are **free** for students and teachers.

A **live kahoot** is best hosted on a large screen (like a projector screen), so that everyone can see the questions. When the game starts, you'll see a PIN on the screen. Join by entering the PIN in our iOS/Android mobile app or at https://**kahoot**.it in the browser on your internet-enabled device. With **Kahoot**!, teachers can create **multiple**-**choice** quizzes as well as discussions, surveys, and jumbles (students must place **answers** in the correct order). With Quizizz, teachers are limited to **only** a **multiple**-**choice** quiz format; this lack of question types limits learning to facts and recall.

<https://kahoot.com/what-is-kahoot/>

