|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **English Year 7** | | | | | |
| ***Lesson plan suggestion***  (to be used within the students’ timetable whenever possible) | | | | | |
| **Lesson no. 1**  **Date: \_\_ /\_\_ /\_\_\_\_** | **Lesson no. 2**  **Date: \_\_ /\_\_ /\_\_\_\_** | **Lesson no. 3**  **Date: \_\_ /\_\_ /\_\_\_\_** | **Lesson no. 4**  **Date: \_\_ /\_\_ /\_\_\_\_** | **Lesson no. 5**  **Date: \_\_ /\_\_ /\_\_\_\_** | **Lesson no. 6**  **Date: \_\_ /\_\_ /\_\_\_\_** |
| **Resources and Tools**  ZOOM: the teacher creates a ZOOM classroom  Email: the teacher tells the students to open their email, to click on the ZOOM link on their email and attend the ZOOM classroom to interact with their teacher and their classmates | **Resources and Tools**  Email: the teacher tells the students to open their email, to click on the ZOOM link on their email and attend the ZOOM classroom to interact with their teacher and their classmates | **Resources and Tools**  Email: the teacher tells the students to open their email, to click on the ZOOM link on their email and attend the ZOOM classroom to interact with their teacher and their classmates | **Resources and Tools**  Google Drive: the teacher and the students share a Google drive folder | **Resources and Tools**  Google Drive: the teacher and the students share a Google drive folder | **Resources and Tools**  Blogging platform: the teacher and students choose a platform to create a class blog/build and publish their blog/upload their work on the existing class blog. |
| **Task/Activity:**  Given the COVID-19 pandemic, students can be challenged to start a project consisting on making a guidebook on a city in an English speaking country they would like to visit in the future (e.g. London).  The aim of this first lesson is to generate ideas and focus by using visuals (authentic materials – guidebooks) and questions brought to the Zoom classroom.  The teacher asks the students to analyse the different guidebooks and to think of answers to the questions in a grid that can be either projected on a tablet or screen shared. (e.g. Grid questions/focus:  What is a guidebook? Definition;  What sections/entries does it contain? Sections/  Entries; What does it do? Purpose; Who is it for? Audience  What kind of language and text should it have to be as clear as possible? Language and text.)  After allowing time for discussion, the teacher elicits the answers from the students and asks different students to help complete the grid with the summary of the class ideas.  The interaction pattern can be wholeclass to trigger discussion. | **Task/Activity:**  The aim of this second lesson is to generate ideas and focus by brainstorming and fastwriting.  Accordingly, after learning what a guidebook is, students can then decide upon the sections/entries to include in the guidebook. In order to do so the teacher elicits from the class what sections/entries (e.g. places) they want their guidebook to contain using Zoom and what could come up into such category (e.g. rivers, parks, buildings, bridges, museums).  When all the main sections/entries are up on the tablet the teacher gives fastwriting instructions to the students, by telling them to concentrate on each section/entry and write as many words as possible that can go in it, for 3 minutes.  After students have generated their ideas, the teacher makes notes on the tablet through a spidergram or mind map that will then be organised into a list that may include e.g. What to see – places;  What to do – culture & entertainment.  The interaction pattern can be wholeclass (brainstorming) and individual work (fastwriting) on Zoom. | **Task/Activity:**  The aim of this third lesson is to structure by gathering/selecting information, note-taking and grouping notes into specific sections.  In this vein, the teacher can project a map of Europe on the tablet or screen share it on Zoom focusing on the British Isles and asks students to guess what important city they will be making a guidebook about and elicits e.g. ‘London’ from the students. As a homework task, the teacher tells the students to look up for information about London on the web by providing a specific link  <http://projectbritain.com/london/> and to take notes of the information they found in a grid. The teacher stresses that they should only write simple notes according to the focus of each question e.g. In London... Possible questions/focus/information – students’ personal notes: What can you see? Places (landmarks & attractions); What and where can you eat? food & restaurants; How can you move around? Transport; What can you buy? Souvenirs; What is the weather like? Climate; Find out famous people who live in London; famous people.  The interaction pattern can be individual work on Zoom. | **Task/Activity:**  The aim of this fourth lesson is to structure and draft by using question prompts to first elicit sentence level writing and then short paragraph writing for the guidebook, based on prior content knowledge from homework research.  Students can be divided in 6 groups of 4/5 students. Each group is given or sent a virtual envelope with a set of question prompts which they have to discuss, come up with group answers and write them down in their notebooks. The teacher monitors the work of the groups on Google Drive and assists them where necessary.  This can be carried out in three stages: First students take notes, second they check their notes, third they write them in a full sentence.  They use their notes which they took from the internet to help them with content input. When they are finished, the teacher elicits a category for each set of questions: interesting facts about London, famous people, special events and ceremonies, tips – transport, safety and weather, landmarks and attractions, etc. (e.g. Envelope/category: interesting facts about London; Question prompts: Where in the world is London? What do you know about it? Brainstorm.)    The interaction pattern can be group work on Google Drive. | **Task/Activity:**  The aim of this fifth lesson is to edit and redraft by filling in blanks to check the coherence and cohesion of the paragraphs, adapted to the focal points of each section/entry of the guidebook. To review (by re-editing and proofreading) final version after the blank-fill, by writing it on the blog under peer group assistance and teacher monitoring process.  Students cancomplete the sentences/paragraphs with the missing information that goes with each entry/section. Attention is now drawn to cohesive devices and connectors and to function words rather than content words. In this process everyone in their group is virtually helped by their peers under teacher assistance and guidance.  The interaction pattern can begroup work on Google Drive and whole class on Zoom. | **Task/Activity:**  The aim of this sixth lesson should be clearly stated to the students at the beginning of the lesson: to post final version of section/entry texts onto the class blog and add pictures.  Each group can present their sections/entries they created to the class.  Group work can be done on Google Drive and whole class on Zoom. |
| Curriculum development: *Aprendizagens Essenciais Articulação com o Perfil dos Alunos 7.º ano 3.º ciclo do ensino básico – Inglês: Competência Comunicativa – Interação escrita*: “Interagir de forma simples, completando formulários, mensagens e textos curtos.” / *Produção escrita*: ”Escrever sobre pessoas, objetos e rotinas; escrever diálogos com encadeamento lógico; descrever planos para o futuro.” / *Competência Intercultural*: “Reconhecer realidades interculturais distintas/Conhecer, com algum pormenor, o seu meio e identidade; estabelecer comparações entre as suas vivências e as dos outros; falar sobre atividades de lazer do seu meio cultural por oposição a outras culturas, incluindo a anglo-saxónica; reconhecer, compreender e explicar exemplos concretos de atitudes de tolerância e respeito intercultural.”  Formative assessment: The teacher can get and give feedback on the students’ progress by using quick formative assessment tools e.g. KWL (Know, Want, Learn) Charts that enable students to organise and analyse information from a lesson. They ask these three questions: What do you know already? What do you want to know? What did you learn? The completion of the KWL chart can be done systematically, every lesson, in the course of the project.  Strengths: Tasks and activities should be done according to the duration of lesson times and taking into account the daily and weekly availability of the students given their specific family contexts.  Weaknesses: Previously ensure that all students have internet access at home and know how to use email appropriately. | | | | | |