**Writing Plan Format**

**Names:** Miss Jirapat Chomvilai (Vicky) 4EN  **Length of lesson:** 60 minutes Mr. Nutthaphol Phudensai (Nutsu) 4EN

**Who are the Students (age, nationality, gender)?**

* Thai students in primary school; ages 10 - 12; mixed gender class.

**Why are they studying?**

* To study for exam/ simply communicate with teacher or friends.

**Where/when are they studying?**

* During English classes in the school.

**What is the setting (university, language school, public school, etc.)/time of day/year/frequency of classes?**

* Public school, daily class a few hours in the morning or afternoon

**What facilities are available (room, desks, seating)?**

* Classroom with individual desks, computer with internet, projector, pens, papers

**What is the main skill area(s)?**

* Writing and speaking

**What is their ACTFL (English level: beginner, intermediate…etc)?**

* Intermediate and high

**What is the theme?**

* Activities in each season

**Materials:** Computer with PowerPoint, whiteboard, markers, newspaper and interview form

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| Objective(s): By the end of the lesson, Students will be able to…. (SWBAT)  Show understanding of using Future Simple Tense by writing their own plans for each season and present his/her plans in front of the class using the target language. |

**I assume the students already know:**

* Basic vocabularies and phrases about season and activities in each season.

**I anticipate students will have problems with:**

* Some action verbs for the activities in each season and pragmatic use of Future Simple Tense.

**To solve/avoid these problems I plan to:**

* Show the vocabularies, popular activities in each seasons and guideline of using Future Simple Tense for students.

**How will I assess the students? :**

* Collecting the pieces of work to assess and monitoring and giving feedback after the presentation**.**

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| **Time** | **Lesson Stage\*** | **Procedure/Steps**  **Describe so that someone unfamiliar with the lesson could teach it.** | | **Beliefs underlying your choices\*\*** | **Materials and Aids** |
| **Teacher** | **Students** |
| 15 mins | **PRE**  - Motivation  - Prediction  - Pre-teach vocabulary | 1. Show the video about activities in each season.  2. Ask about the video:  - What is the video about?  - When do the activities take place?  - Where can we do those activities?  3. Teach the vocabulary by showing the pictures on PowerPoint, explaining the meanings and giving sentence examples by using Future Simple tense.  4. Show the pictures and the vocabulary on PowerPoint to let students match for checking understanding. | 1. Watch the video.  2. Answer the questions.  3. Learn the vocabulary from teacher.  4. Match the pictures and vocabulary. | The lifestyles and the activities in each season relate to the student’s real lives. Something they may know but something is new for them. Teaching the new vocabulary is useful to communicate with other people in English. Sometimes they don’t know how to speak in correct sentence, but they can use both vocabulary and body language to convey in speaking. | Computer, projector, PowerPoint (Pictures, Video and Vocabulary) |
| 20  mins | **DURING**  - Writing lists of main idea  - Writing for practice | 1. Show the video that a group of people plans to do the activities in each season.  2. Let students list the activities in each season from what they see in the video (it will be useful for next activity).  **What my friends will do!!**  1. Give each student an interview form.  2. Let students to interview their friends as many as possible in 10 minutes about the summer/ rainy/ winter/ autumn/ spring season with these questions;  - What will you do in this season?  - Where will you go in this season?  - Who will you go with?  - What are things will you must to bring it together?  and answer the questions in form.  3. Check who could interview the most amounts of friends and give the reward.  4. Collect the interview form from students. | 1. Watch the video.  2. List the activities from video.  1. Get an interview form from teacher.  2. Ask friends following the teacher’s directions.  3. Check their own interview form and get the reward from teacher (who got most).  4. Give the interview form back to teacher | Giving them the chance to practice with friends decreases the stress in classroom and makes them have more confidence. | Computer, projector, PowerPoint with video, interview form. |
| 30  mins  . | **POST**  - Writing for acquisition; usages and grammar  - Using the other skill; speaking | Writing Story  1. Tell the students to get in pair.  2. Give a piece of paper for each pair.  3. Let student choose the topic, season; summer/ rainy/ winter/ autumn/ spring.  4. Write a story about the activities that they do in season and draw the pictures some pictures about the story.  5. Ask students to present the story in front of the class.  6. Collect a piece of paper from each pair.  7. Wrap up the whole things of the lesson  8. Assess, correct grammar and give the feedback for students. | 1. Get in pair.  2. Get a piece of paper.  3. Choose the season they like.  4. Write their own story and draw some pictures about the story.  5. Present their story in front of the class.  6. Give a piece of paper back to teacher  7. Listen to wrapping up.  8. Get assessed and listen to feedback. | Student need to analyze and check their grammatical writing tense.  Students have more confidence to use the structure and dare to speak about their ideas.  Teacher should give the feedback after the activities finished to keep their confidence on. | PowerPoint with topics, a piece of paper and pens |

\*Pre-During-Post: Presentation, Practice, Use

**Writing Module Lesson Plan**

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