Lesson Plan Template

1 SUMMARY INFORMATION

YOUR NAME: MAJA HADZIC

TOPIC OF YOUR LESSON: PASSIVE VOICE – PRESENT SIMPLE AND PAST SIMPLE (ENGLISH AS A SECOND LANGUAGE)

TIME FRAME: TWO 45-MINUTE LESSONS.

SIZE OF YOUR CLASS: 25 STUDENTS (OR ACTUAL NUMBER)

OTHER RELEVANT REMARKS: THIS LESSON PLAN IS CREATED FOR DISTANCE LEARNING, FOR THE SITUATION WHERE THE TEACHER SENDS THE MATERIAL TO STUDENTS VIA EMAIL OR SOME KIND OF ONLINE CLASSROOM. STUDENTS HAVE LIMITED TIME PERIOD TO DO THEIR TASKS, E.G. ONE WEEK. THIS IS MY CASE AT THE MOMENT.

SHORT DESCRIPTIONOF THE LESSON AND HOW IT FITS INTO YOUR ONGOING CURRICULUM: THE LESSONS PLAN CONTAINS INTRODUCTION TO THE TOPIC OF PASSIVE VOICE IN THE 7TH GRADE (13-YEAR-OLDS, WHO HAVE ENGLISH IN SCHOOL TWICE A WEEK AND ARE NOW IN THEIR 7TH YEAR OF LEARNING). BEFORE THIS, STUDENTS HAVE LEARNED AND REVISED PRESENT SIMPLE AND PAST SIMPLE TENSE AND PRESENT PERFECT TENSE, SEVERAL TIMES OVER THE PAST 2.5 YEARS, SO THEY ARE FAMILIAR WITH ALL THREE FORMS OF FREQUENT VERBS, BOTH REGULAR AND IRREGULAR. THE CURRICULUM ENVISAGES INTRODUCTION OF FUTURE SIMPLE, PRESENT PERFECT AND MODAL VERBS IN PASSIVE VOICE, TOGETHER WITH PRESENT SIMPLE AND PAST SIMPLE, BUT I CHOSE THE BASIC TWO FORMS TO KEEP THIS LESSON PLAN SIMPLE. A TEACHER CAN UPGRADE THIS LESSON PLAN AND INTRODUCE OTHER PASSIVE FORMS IN THE SAME MANNER, AS WELL.

THE INSTRUCTIONS ARE SENT TO STUDENTS VIA THE INTERNET. EACH STUDENT FOLLOWS THE TEACHER'S INSTRUCTIONS AND DOES THE TASKS FROM HOME.

IDEALLY, THIS LESSON IS DONE ONLINE IN REAL TIME, ON A PLATFORM WHICH ENABLES THE TEACHER TO GIVE THE LESSON AND STUDENTS TO FOLLOW IT.

ANOTHER OPTION IS FOR THE TEACHER TO UPLOAD THE MATERIAL ON A PLATFORM OR SOME KIND OF CLASSROOM (EDMODO, GOOGLE CLASSROOM, CLASSDOJO, ETC.).

LEARNING OBJECTIVES:

- TO ACTIVATE PRIOR KNOWLEDGE OF THE ELEMENTS NEEDED TO UNDERSTAND PASSIVE VOICE;
- TO LEARN HOW TO FORM AND WHEN TO USE PASSIVE VOICE;
- TO APPLY THE NEWLY LEARNED KNOWLEDGE IN NEW SITUATIONS.

2 ACTIVITIES

In the following section you are asked to describe the different activities which make up your lesson plan. Please read the following three points before continuing with the template.

This MOOC is based on the work of the TeachUP project: http://teachup.eun.org/

1. For each activity in your lesson plan, please choose from the following **learning outcomes** (based on Bloom's Taxonomy[1]):
   - Remember: recall facts and basic concepts
   - Understand: explain ideas or concepts
   - Apply: use information in new situations
   - Analyze: draw connections among ideas
   - Evaluate: justify a stand or decision
   - Create: produce new or original work

A good lesson plan will have a variety of learning outcomes across the activities.

2. For each activity in your lesson plan, please choose from the following **activity types** (based on Laurillard's Conversational Framework):
   - Read/ watch/ listen: read a text, watch a video or listen to a speech/song
   - Collaborate: collaboration activities in a group
   - Discuss: discussion in whole class setting, peers or in groups
   - Investigate: search for information, compare concepts, analyse a text
   - Practice: bring into action what you have learned, present, construct
   - Produce: create an artefact, draft a script, shoot a video etc.

3. For each activity in your lesson plan identify the **type of formative assessment technique** used (e.g.: certain question and feedback techniques, peer assessment, self-assessment, formative quizzes, etc.) as well as how you plan to use the information about student learning.

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[1] You can find more information here https://en.wikipedia.org/wiki/Bloom%27s_taxonomy

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ACTIVITY 1:

Learning outcomes: Remember.

Type of activity: Practice – bring into action what was learned earlier.

Time: 10 minutes

Role of students: Do an online activity. Repeat if necessary. Do self-assessment on spot. Send feedback about the level of success to the teacher.

Role of the teacher: Create an online crossword; Set up a formative assessment task; Send the online crossword to the student; Analyze feedback from the students and send them formative assessment results.

Description of the activity: Students are sent an online task (one task or several tasks - a crossword, a matching task or similar) with past participle of various verbs, both regular and irregular. After that, students do the assessment task and send feedback to the teacher (for the whole lesson together).

Formative assessment technique(s) used in this activity: The online task has self-assessment built in the exercise (e.g. https://agendaweb.org/exercises/verbs/past-participle/irregular-verbs-1-10). The student can repeat the exercise(s) as many times as needed until he/she has maximum score. For formative assessment, students fill in the Google form poll (or just answer the teacher's questions in a regular word document): How hard was the task, a scale from 1 to 5? (1-very hard; 2 – not very hard; 3 – I managed somehow; 4 – I was quite successful; 5 – I knew all the answers right away).

How will you use the information gathered about student learning during the activity or to shape following activities? The teacher congratulates students who did well, and suggests others to revise verbs from the list of irregular verbs and do the task again. If more than 50% of students did badly in this task, then the teacher sends them a few more tasks to revise past participle (which is necessary in order to do passive correctly).

ACTIVITY 2:

Learning outcomes: Remember – recall facts and basic concepts.

Type of activity: Watch a video or read a text. Investigate – search for information.

Time: 15 minutes.

Role of students: Watch the video or reads the text.

Role of the teacher: Finds an appropriate video online which explains formation and use of passive voice. Alternatively, the teacher can give the students a useful link (e.g. https://www.englisch-hilfen.de/en/grammar/passive.htm) or type his/her own instructions about passive voice in a word document / PPT / Prezi or similar and upload it on a platform or Google classroom, depending on the agreed manner of communication. Along with the video/text, the teacher gives several comprehension questions for students to answer. It can be a link to a Google form or similar, or simply answers on the subsequent piece of paper in a word document or slide in a ppt. The student can check his/her answers.

Description of the activity: The student watches the video/presentation about the passive voice. He/she can watch it as many times as needed. After that, students do the self-assessment task and send feedback to the teacher.

Formative assessment technique(s) used in this activity: Answer the following questions: Why do we use passive voice? How do we form passive voice? How do we make questions in passive voice? Criteria to pay attention to: if you don't hesitate when you give answers, you've mastered the introduction. If you need to think a bit – watch the video again. If you are not sure about one or more answers – watch the video several times until you don't hesitate when you answer the questions. Next to the questions, write your process of giving answers according to the given criteria.

How will you use the information gathered about student learning during the activity or to shape following activities? The teacher congratulates students who did well and suggests others to watch the video again until they master the presentation. At this point, the teacher doesn't give any explanations.

ACTIVITY 3:

Learning outcomes: Apply – use information in new situation.

Type of activity: Practice – bring into action what you have learned.

Time: 10 minutes.

Role of students: Do the exercise. Send feedback to the teacher for formative assessment.

Role of the teacher: Finds an appropriate online exercise (e.g. https://learningapps.org/display?v=prw1k9jet20) or creates one of his/her own. Along with the video/text, the teacher gives the formative question and sets the criteria.

Description of the activity: The student does the exercise: to decide if each of 10 sentences are given in active or in passive voice (level of recognition i.e. application of the newly acquired knowledge about passive). The exercise shows the exact number of correct sentences, but doesn't show which ones are correct.

Formative assessment technique(s) used in this activity: Questions for formative assessment: How well did you do? Criteria: 10, 11, 12 correct answers – excellent; 8, 9 – very good; 7, 6 – pass; 5 or less – needs improvement. If you are not satisfied with your result, answer the question: What do you still need to know in order to score better?

How will you use the information gathered about student learning during the activity or to shape following activities? The teacher congratulates students who did well and replies to the students' answered question. The teacher will re-teach crucial points, if necessary (50% of students or more did not pass).

ACTIVITY 4:

Learning outcomes: Analyze – draw connections among ideas.

Type of activity: Investigate - compare concepts.

Time: 10 minutes

Role of students: Do the exercise. Send feedback to the teacher for formative assessment.

Role of the teacher: Finds an appropriate exercise online (e.g.
https://learningapps.org/watch?v=p5ojosev520

) or creates one of his/her own. Along with the link to the task, the teacher gives the formative question and sets the criteria.

Description of the activity: The student does the exercise: to choose an appropriate answer (multiple choice). Do self-assessment online.

Formative assessment technique(s) used in this activity: Traffic light: Answer the question: Was the exercise difficult? Criteria: red – yes; yellow – not much; green – no. Think and answer the question: What can you do to improve?

How will you use the information gathered about student learning during the activity or to shape following activities? The teacher congratulates students who did well, suggests others to revise and do the exercise again until they are satisfied with their result. The teacher will analyze the feedback and re-teach only the points which are not clear, if necessary.

This can be the end of the first 45-minute lesson.

ACTIVITY 5:

Learning outcomes: Analyze – draw connections among ideas.

Type of activity: Construct.

Time: 10 minutes

Role of students: Do the exercise. Send feedback to the teacher for formative assessment.

Role of the teacher: Finds an appropriate exercise online (e.g. http://static.digischool.nl/en/grammar/hotpot/passive/tegenverltijd.htm) or creates one of his/her own. Along with the link, the teacher gives the formative question and sets the criteria.

Description of the activity: The student does the exercise: to write in the appropriate answer (put together the necessary elements and write them on the line in appropriate order and form).

Formative assessment technique(s) used in this activity: Send feedback to the teacher about how difficult this was: thumb up, thumb down or smiley with flat mouth. Analyze what was your greatest problem. Ask the teacher for additional explanation.

How will you use the information gathered about student learning during the activity or to shape following activities? The teacher congratulates students who did well, answers the questions and analyzes the feedback. At this point, the teacher will work individually because this is higher-order thinking exercise and not many revisions are expected.

ACTIVITY 6:

Learning outcomes: Create.

Type of activity: Create a quiz or exercise.

Time: 35 minutes

Role of students: Create a quiz with a peer. Send feedback to the teacher for formative assessment.

Role of the teacher: Gives instructions to students how to create a quiz or exercise.

Description of the activity: The teacher discusses the criteria of a successful exercise with students (3-4 clear ones). The teacher can do that by using a discussion forum on a platform or through an online survey or in some other way. Students create exercises for other students (5 questions). The form needs to be familiar to the student i.e. something already used. It can be an online resource (like Quizizz or learningapps.org) or it can be done in a word document or PPT or similar, depending on the ICT skills of the students. Students can use online communication channels to agree on questions, possible answers, form of their work etc. Each quiz is uploaded and posted for all other students to click the link/download and do.

Formative assessment technique(s) used in this activity: Each student sends feedback to the teacher on the following: Write a short summary about passive voice – what have you learned? What else would you like to learn? Students assess each other's work according to the pre-set criteria.

How will you use the information gathered about student learning during the activity or to shape following activities? The teacher congratulates students who did well, answers the questions and analyzes the feedback. The teacher analyzes peer assessment and gives feedback i.e. formative assessment to each student (a short narrative plus recommendations about future work).