



Lesson plan model

Didactic procedures to design a learning session

STAGES OF A LEARNING SESSION

When structuring the learning session, three moments should be taken into account. However, each moment should not be planned in isolation, but considering a didactic sequence.

1 BEGINNING

- Activate background knowledge asking questions, using a dialog, observing a video, among other activities.
- Propose / present a situation to generate the cognitive conflict, that will arise students' interest and that is linked to the meaningful situation.
- Share with the students what they are going to learn (learning purpose), by means of what activities they will learn and how they will be aware of what they are learning.

2. DEVELOPING

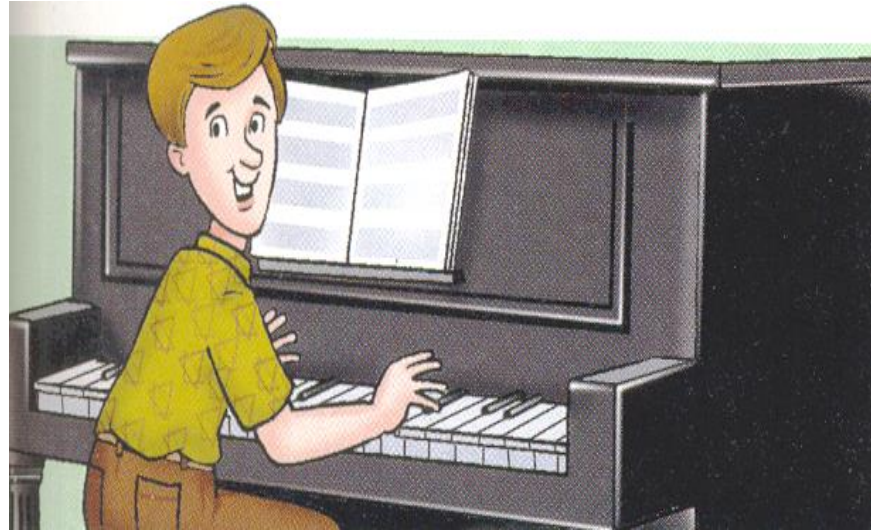
- Anticipate the most relevant activities and strategies according to the learning purposes and the experiences
- Select the material and resources that will be used in the activities and to what extent they will be used according to the learning purposes.
- Consider individual and group activities that will allow students to build their learning during the interaction.
- Provide feedback that will allow students to reflect during the learning process.

3. CLOSING

- Verify the learning progress in relation to the purpose of the session through activities or questions, and reflecting about what they did to achieve it. (metacognition)
- Contrast the learning development during the session with the learning they had at the beginning. (evidence)
- Draw conclusions, point out ideas or conceptualizations, remember / recall procedures

Let's look at ..
a lesson model

1- BEGINNING: The teacher starts with a reflexion:



Listen students

The human beings from the time they are children they can do different activities according to their age, for example :

What do children do when they are 2 years old?

4 years old? 8 years old?

In fact, the man as human being and with all his capacities can do a series of activities that develop along their way....

SS pay attention and listen to this story

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This is the case of Jimmy. He is now a successful professional and a well-known pianist. He is the kind of person who is very perseverant, hardworking and responsible. As a child he could do many things for example:

✓ 2 years old he could walk



✓ 4 years old he could write his name



✓ 7 years old he could read



✓ 10 years old he could ride a bike



Cognitive conflict

Which is the most repeated word ?

What do you think COULD express?

The teacher announces the expected learning goal....

Expected Learning goal....

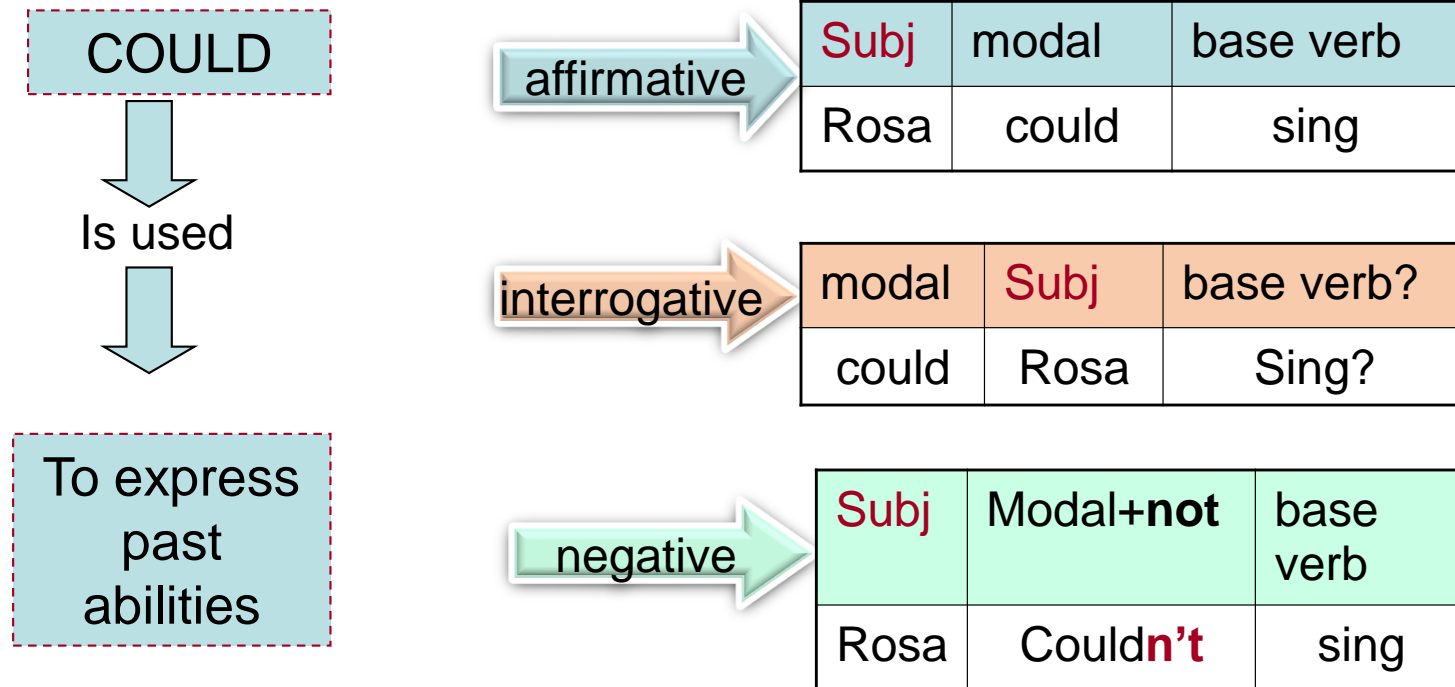
- ✓ **Use** the modal COULD to express past abilities
- ✓ **Write** a short text about the things his/her partner could do as a child.

And tells the students how they would be evaluated during the lesson and set the class rules

DEVELOPING: Now let's learn about "COULD"

The Teacher explains the grammar:

"COULD"- Past abilities



T elicits the rule from the students

BUILDING KNOWLEDGE:

After the explanation it is important to make some practice

Fill in the blanks to complete sentences. Use the words in the above box.

1. I _____ go to the party last night because I was sick.
2. A: _____ Noel cook Italian food? B: Yes, he _____.
3. My sister _____ swim last year, but now she _____.
4. They _____ go shopping yesterday because the store was closed.
5. A: _____ you read when you were four years old? B: Yes, I _____.
6. Ellie _____ ride a bicycle. She rides it to school every day.
7. I'm very tired, so I _____ go out to the park to play.
8. A: _____ you see the moon last night? B: No, I _____.

- Students come to the board and complete the exercises voluntarily.

Personal work

✓ WHAT COULD YOU DO WHEN YOU WERE A CHILD?

Possible students' answer:

- **When I was a child I could play soccer**
- **When I was a child I coudn't play soccer in the school**

Social work

WHAT ABILITIES DO YOU HAVE NOW? PAIR WORK

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FINAL OUTPUT

ELO:

- **Write** a short text about the things his/her partner could do as a child

- ✓ Write a short text about the things his/her partner could do as a child using COULD.

Grade

- ✓ My friend Sheyla is my classmate and she could do many things as a child for example when she was.....
- ✓ 3 years old she **could** play with blocks
- ✓ 5 years old she **could** sing
- ✓ 7 years she **could** speak English
- ✓ 10 years she **could** play the piano.
- ✓ She is definitely a wise girl!!

Now let's quiz

Lesson Evaluation

Name: _____ Class: _____ Number: _____

GRADE

INSTRUCTIONS: Look at the pictures and write eight sentences using Past Abilities



HELEN



KATE



JOHN



ALICE



TOM AND JIM



BEN



PETER



JOE AND MEG

1.
2.
3.
4.

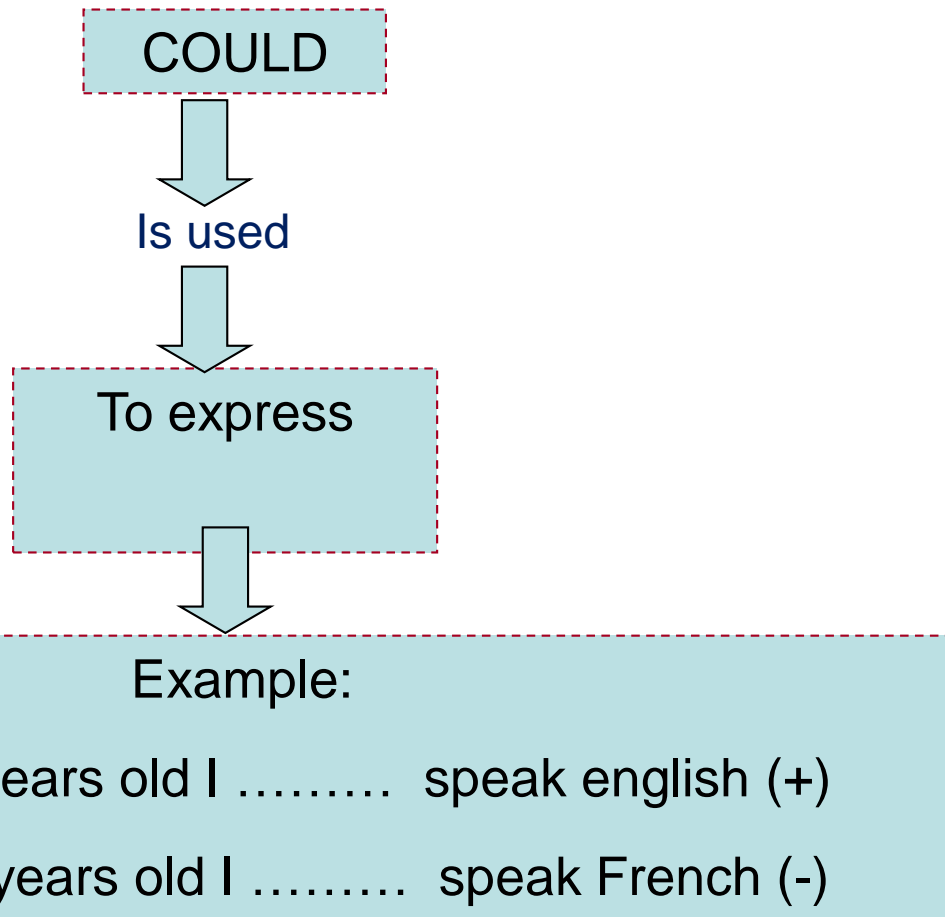
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1. **co evaluation:** Ss exchange worksheets and correct each other

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CLOSING: Look at the chart and complete it

To check comprehension the Teacher makes a wrap up using this organizer



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- T calls some students to complete the chart on the B'

2. **METAGOGNITION:**

SS reflect about the class and answer...

- How did you learn the use of COULD?
- Was there anything that hinders you from learning?
- How can you use this topic in your daily life?

EXTENSION : Homework

Make 8 sentences about the things your parents could do as children . Use the modal COULD

When students are metacognitive they understand...



Now.....

It's your turn!!



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