

LESSON PLAN EXAMPLE: Method/Chapter: 19. Story Reenactment

Name: Elizaveta Podlesnova

Email Address: belyanushkina.liza@yandex.ru

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Background:

Context:

Class profile: Group of 10 Russian-speaking children from Saransk

Age: from 10 to 14

Level: A1-B2

Learner Needs: These children are seeking to improve the general culture of communication and social behavior in general and to have practical foreign language skills

Language Standards: Russia: Federal State Educational Standard, TESOL: "1. Use props and book language to retell a story; 2. Write new versions of familiar stories; 3. Create dramatic reenactments of historic scenes; 4. Create scenes demonstrating a variety of points of view centering on an issue" (Herrell & Jordan, 2012).

Overall Project Plan: The general plan for the project is to help students to get practical foreign skills of listening, writing, reading and speaking in English. To teach students over the semester make a meaningful intonation expressive speech, to improve reading skills; to develop cognitive and creative abilities of students through the art and theatricality.

Overall Project Plan Objectives/Aims: The general objective of the plan is to develop and to improve children's creative abilities by dramatic art means, memory, observation, imagination, ability to coordinate with partners, pronunciation, diction, to learn to assess the actions of other children and to compare with their actions, to work on the expressive intonation of speech.

Individual Lesson inside Plan: Objectives/Aims: The general objective of the lesson is development of thinking, formation of grammatical skills of reading and speaking, work with the expressive intonation of speech, coordination with partners. Students get acquainted with the fairy-tale "LITTLE RED RIDING HOOD" in English and try to reenact it.

Assumptions: Their level (A1-B2) allows them to get acquainted with culture and literature of British, but further studying will help them to use English in communication. Also, using the creative and interesting activities like reenactment can make the process of learning English more motivated.

Language Analysis: speaking formats; relevant vocabulary; relevant tenses

Anticipated Problems and Solutions: Some students may be very shy to participate in group work and can't realize their potential as actors, so teacher can propose them to choose one episodic role or to work as script writers.

Materials: fairy-tale "LITTLE RED RIDING HOOD", red riding hood, basket, wolf mask, head kerchief, some other properties.

Timing: 90 minutes

Stage	Objective	Procedure	Materials/Notes	Focus	Time in Minutes
Opening					
	Warmer	Greetings, general announcements. Conversation with the person on duty and class about date, season, weather.		T—S	2
	Phonetic warm-up	Teacher pronounces one poem about theatre. Children repeat it and remember it.	Poem about theatre	T—S	5
	Introducing the topic	Teacher explains that they will get acquainted with the fairy-tale “LITTLE RED RIDING HOOD” in English and try to reenact it.		T	3
Sequencing					
	Reading	Students read the fairy-tale one by one and if they have some unknown words teacher explain them their meanings.	Fairy-tale “LITTLE RED RIDING HOOD”	S—S S—T	15
	Retelling	Students retell this story one by one and tell teacher what they would like to change in it.		S—S	15
	Pre-reenactment	Students create scenario, assign roles, do some preparation and mini-rehearsal	Fairy-tale “LITTLE RED RIDING HOOD”, red riding hood, basket, wolf mask, head kerchief, some other properties	S—S	25
	Reenactment	Students show their reenactment.	Fairy-tale “LITTLE RED RIDING HOOD”, red riding hood, basket, wolf mask, head kerchief, some other properties	S—S	20
Closure/ conclusion					
	Summing up activity of students	The teacher and students give a summary of the lesson. The teacher provides feedback about each students’ activity. Then the teacher gives them a home task – to read one more fairy-tale in English and retell it to their classmates.		T—S T	5