

LESSON PLAN EXAMPLE: Method Interactive Writing/Chapter 38:

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Background:

Context:

Class profile: 15 students of the first course of Automotive college (some of them are Erzay, one of them Tatar and rest of the group are Russians)

Age: 14-16

Level: A1-A2

Learner Needs: Students learn English (in this lesson – spelling English) because in the end of semester they will have a college credit, in which they have to write a topic.

Language Standards: To encourage students students use writing skills in English, use dictionaries not only for looking for the translation but to check spelling and memorize it.

Overall Project Plan: The general plan for the project is develop students skill in writing, English spelling and punctuation.

Overall Project Plan Objectives/Aims: The general objective of the plan is teach students differentiate capital letters, italic letters and various punctuation marks in the end of sentences.

Individual Lesson inside Plan: Objectives/Aims: The general objective of the lesson is to improve knowledge and practice writing skill, remember spelling of words as in mind and practicing handwriting.

Assumptions: It won't be difficult for students because of this lesson is a part of the chairs of lessons, where students have read the text, learn the words and train them in oral form. This lesson will be self-control lesson when they can check and improve their knowledge of English spelling.

Language Analysis: Anticipated Problems and Solutions: Students can be nervous and distracted during the dictation. They can take a picture of the text and cheat it from the phone or another sheet of paper. So, teacher has to ask students “clean” their desks and leave only pens, pencils and new copybooks for test works. Students can miss any word because of inattention so the teacher has to read and dictate in a normal way, in typical way so it is easy to understand.

Materials: Dictation of text about the topic “Environment”, the title of the text is “The Earth”

Timing: 45 - 50 minutes

Stage	Objective	Procedure	Materials	Focus	Time in Minutes
Opening					
	Warmer	Greetings, announcement, general questions (talking about the date, day of the week, maybe weather and some special information)		T-S S-T S-S	5
	Phonetic focus	Teacher has prepared the tongue-twister which is on the		T-S S-S	6

		blackboard. Teacher reads firstly, then asks read it all students in vocal murmur, then each student reads it by oneself. Teachers asks students write down it in their copybook and practice it speaking quickly.			
	Introducing plan of lesson	Teacher informs students that they will learn to write dictation. He/She asks to prepare new copybooks for test works.		T	2
Sequencing					
	Pre - Writing	Teacher reads the whole text. Teacher asks students call the proper names orally.		T-S S-T S-S	6
	Discussion	Teacher then asks different students put down the proper names on the blackboard. They (students and teacher) discuss the punctuation (interrogative marks, exclamative marks, hyphen, comma and full point)		T-S S-T	7
	Writing	Teacher dictates the text. Students write it down in their copybook.		T-S S-T	7
	Post- Writing	Teacher reads the text the third times, students check it and complete the missing letters or words.		T-S	4
	Check and feedback	Students read their text. Teacher asks students change with each other their copybooks and check the dictation. Students check their works firstly without books, then with book, where is taken the text.		S-S T-S	5
Closure/ conclusion					
	Summation	Teacher asks students give mark to each other, then teacher hands over students' copybooks and checks them by her/himself.		T	3