

MEP TEACHER TRAINING FILMS

Lucy Wicks – Didcot Girls School

MEP Teacher Training Films

Lesson Plan



LUCY
Didcot Girls School

*T-S=teacher to individual students, T-CL=teacher to class, S-S=students to students, S-T=student to teacher, PW= pair work, GW= group work

Lesson Plan for MEP Video Lessons

Teacher's Name Lucy Wicks
Date of lesson 05/04/19
Year 8
Number of students: 25 (if all return permission slips and are present – or less if not)
Communicative aims (speaking): Students will practice vocabulary from Jinbu 2, Unit 3- town
Language aims (grammar, vocabulary, pronunciation): Direction words 左边 / 右边 / 前面 / 对面 / 后面 / 在 Structures: 1) A 在 B 右边 2) A 离 B 很 远 / 近
Skills development (reading, writing, listening): Writing – students will review familiar characters, combined with a few new ones and practice writing them in sentences with correct word order Reading – students will meet new characters and revise familiar ones and reorder characters to make sentences
Materials and aids to be used: Jinbu 2 book; characters in flash animations from mdbg,
Lesson content: The lesson will mostly focus on characters for places in town and structures to describe their position relative to one another with 2 structures.
Group profile (e.g. what is this class normally like? Are there specific pupils who like to speak up, etc): This is a class of girls who are motivated and bright (although ability is mixed). Occasionally excitement bubbles over to make them more chatty than desired!
Flexibility (Possible changes you will need to make to the plan): As I have recently not been the class teacher, I may need to intervene more than expected to help students. The last activity is an optional plenary, however, the error correction would also make a suitable review of learning.

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Stage Number	Activity	Aim of Activity	Time	Interaction Pattern	Topic(s) covered	Flexibility
1	Entrance routines: -greet teacher -copy/write date -learning objectives explained	Settle students Let them be aware of how this lesson fits in the “bigger picture” -i.e. links to past and future learning	5	T-S S-T	Target Language / Instruction giving Differentiation - lesson objectives Scaffolding – progression planning	
2	Starter: Some work on familiar/unfamiliar writing characters at three levels: B. copying stroke order from flash animations S. matching to meaning according to known radicals G. working out stroke order/radical of new characters	Get them to think about character writing and using prior knowledge to infer meaning.	5 + 5 feeding back	T-S	Differentiation -by task -Support materials Scaffolding – review and build Character Writing – stroke order, use of technology (MDBG), identifying patterns	Questioning may take longer than expected if their prior knowledge is not as I expect!
3	Grammar: Teach word order of 2 new structures and then get them to work out meaning using previously learnt characters 1. A 在 B 左边 2. A 离 B 很远 / 近	Present new structures and compare word order.	5	PW	Grammar – sentence order	This part will hopefully be quite swift to allow more time to practice.
4	Rearrange sentences: 3 teams (rep by different colours) race to assemble sentences. Add pinyin and English.	Focus on word order and putting what they already know into a new structure. This “complex” structure is	10	GW	Grammar – sentence order Assessment (peer)	

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	Optional extension: substituting characters from same/different topics.	also useful for GCSE level speaking and writing.				
5	“Dice Off” – a game (students have played before) whereby they work in pairs to roll a dice and choose a phrase from corresponding box (on worksheet). Writing this on mini whiteboards until they have formed a whole sentence, at which point they write on main whiteboard under their team’s section to be awarded points by Teacher (according to complexity and accuracy).	Writing and forming sentences, also reading practice. Revision of previously taught characters.	10	PW /GW	Grammar – sentence order Character Writing - strategies	There is quite a bit of movement during this game and there can be several students at the whiteboard at the same time. Please make sure that this space is clear and there are no wires to trip on!
6	Feedback and error correction of sentences on board. They have the chance to win back points by correcting other teams’ sentences.	Peer-assessing can be more valuable than Teacher assessment and can help them in the future with self-assessment.	10	T-Cl S-S	Grammar – sentence order Assessment (peer)	This part is responsive, based on misconceptions and may become the plenary instead of the following activity
7	(if time!) Character-writing relay race Teams of 6 or so line up at board and teacher reads out a word, the person at the front draws the first stroke, hands on the pen and goes to the back of the queue. 1 st team to write correctly without stroke order errors wins and stays to compete against next team etc.	Focus on stroke order.	5	S-T	Character Writing – stroke order	

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