

Lesson Plan

Class:	SVY Humanities	Date:	22.08.2012	Day:	Wednesday
Topic:	Map of the world	Lesson type:	geography and language		
Lesson length:	100 minutes	Number of learners:	13		
Context for the lesson:	This will be mainly a revision lesson as students have just learned: continents and climate zones. It will also build on their knowledge as today's geography focus is on oceans. This lesson will also serve as a speaking assessment for the unit				
Special learning conditions/requirements:	As this lesson is also 'a getting to know you' lesson teacher and students sit in a circle.				

Lesson Aims

Primary aims:

to consolidate students knowledge of: the seven continents and 3 climate zones
to review the 5 oceans of the world
to teach the structures:

I was born in _____, which is in _____

The climate is _____

The ocean nearest to _____ is _____

In _____ I moved to _____

I lived in _____ for _____

Secondary aim:

to promote cultural inclusion as students talk about their countries and recount their stories on route to Australia

Learning Outcomes (For Students)

At the end of the lesson students will have:

consolidated their learning of: the seven continents and 3 climate zones
have reviewed the 5 oceans of the world and know their position on the world map

will have learned and practiced the structures:

I was born in _____, which is in _____

The climate is _____

The ocean nearest to _____ is _____
 In _____ I moved to _____
 I lived in _____ for _____

heard the stories of their peers and have a heightened awareness of the cultural diversity in the classroom

Resources and Materials

the world map
 white board markers/thread and drawing pins
 blue tack
 powerpoint of language structures

Procedure and Timing

Timing	Procedure
9.00	I greet students, mark the roll and give them an outline of today's lessons:
9.10	I put the world map onto the whiteboard and elicit: the 7 continents the 3 lines of latitude and what they tell us about the 3 climate zones the 5 oceans
9.15	introduction of speaking task and assessment I introduce the task as a 'getting to know activity' in which students will tell everyone about where they were born and where they have lived before arriving in Australia. I model the activity by using the structures and plotting my life on the map. I was born in Armidale, which is in Australia. Here I went to school and university..... The climate is temperate so sometimes it's hot and sometimes very cold. Now, it is very cold. The ocean nearest to Armidale is the Pacific Ocean. In 2000, I moved to Germany. In Germany, I studied at university..... I lived in Germany for two years. After that, I moved to New Zealand... In 2004, I moved to Melbourne.....

9.20	<p>I then tell students that they will do the same using the structures:</p> <p>I was born in _____, which is in _____ The climate is _____ The ocean nearest to _____ is _____ In _____ I moved to _____ I lived in _____ for _____</p> <p>The structures will be shown on a powerpoint. I tell students that they must use these structures and that they will also be expected to give more information.</p> <p>For example, when talking about the climate try to use words which describe it such as: hot, humid, rainy, sticky. I elicit these from students and write on white board.</p> <p>I tell students that I will be marking them.</p>
9.30	Students are given 15 minutes to write what they are going to say.
9.45	Students are given 10 mins to practice with partner
9.55	<p>Students are asked to bring their chairs to front and we all sit in a circle.</p> <p>Going in a clockwise circle, students are asked to present by giving their narration and plotting their life's journey on the map.</p> <p>students are invited to ask the presenter questions at the end of presentation.</p>
10 .40	<p>If time permits, I ask students to write 3 things they learnt in the lesson. This will serve as formative assessment. I collect what students have written.</p> <p>end of lesson.</p>

Assessment

speaking Assessment using the structures:

I was born in _____, which is in _____

The ocean nearest to _____ is _____

The climate is _____

In _____ I moved to _____

I lived in _____ for _____

assessment is marked according to the following assessment criteria:

can use structures with help can use structures independently can go beyond

Post-lesson Reflection

I was very pleased with this lesson. Students enjoyed telling their stories and hearing those of their peers.

Areas of Improvement

Mentor Feedback

Mentor was pleased with lesson. She commented that she had never seen the class so inclusive and remarked on their genuine interest in the other students' narrations. She said I had achieved both primary and secondary aims.