MFL lesson planning form – exemplar

# MFL lesson planning form - Exemplar

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| Date of lesson: 28 Feb 2009 | | |  | Learning objectives  *What you intend the pupils to learn (not what they will do)* | **Skills:** | Oral presentation skills (communication) |
| Class: Y10 | | |
| Number in class: 17 | Boys: | Girls: | **Vocabulary:** | éclaircies, éclairs, tonnerre, nuages, averses, ciel (bleu, gris, couvert), nuageux, brumeux |
| Individual needs (e.g. SEN, more able, EAL):  Encourage John and Charles to do extension activity.  FLA to support Cindy. More structured writing frame for Fred, Lisa and Cindy | | |
| **Structures:** | il fera, il y aura, [le ciel] sera |
|  | | |
| Learning outcomes  *What evidence will pupils have to show that they have achieved the learning objectives?* | **All will:** | Be able to understand a weather forecast for the day ahead (L) (R) |
|  | | | **Most should:** | Be able to present a short weather forecast for different areas with good pronunciation (S) (W) |
| Length of lesson: 55 mins | | |
| Lesson theme: Weather | | | **Some could:** | Be able to present a forecast for a different continent, or for various planets in our universe (S) (W) |
| PoS: / Exam spec:  AQA Topic / Theme Holidays and Travel. | | |  | | |
| Resources required  *Include notes on any advance preparation needed* | 1) Individual whiteboards and pens  2) Pelmanistic cards (to be made)  3) Flashcards  4) Map of France with velcro-backed weather pictures | |
| Cross curricular skills and themes:  *Geography: Compass points,*  *Geography: Foreign countries* | | |
| Professional development focus: *Identify (with your mentor) at least one teaching / learning / management strategy or skill that you intend to focus on in the planning and delivery of this lesson*  Maintain pace through a variety of short(ish) timed activities | | |  | | |
| Role of additional adults  *If these will be present, state their role in the lesson* | FLA to help with management of resources  FLA to present weather forecasts | |

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| Health and safety  *Note any potential H&S issues* | All electrical leads to be clear of area where FLA and pupils will be presenting |

Please annotate your lesson plan to show if an activity is:

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| **England** | | **Northern Ireland** | |
| *Presentation (Pres), Practice (Prac) or Production (Prod) (Module1C)* | | | |
| KS3 | *AT1, AT2, AT3 or AT4 and its level (NC)*  *Word (W), Sentence (S) or Text (T) (MFL Framework)* | | *Language skill being developed : L [listening] S [speaking] R [reading] W [writing]*  *Knowledge, Understanding, Skills being developed (NC)*  *The Learning Objective met (NC)* |
| KS4 | *The language skill L R S W and the tier F [foundation] or H [higher]* | | |

## MFL Lesson Planning Form – matching activities to lesson objectives

## The starter

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| Objective: To motivate pupils and draw them into learning by revisiting familiar language (F)  Prior learning: Simple weather phrases in the present tense | | | | |
| Start time  (Time Allowed) | Teacher’s activities | Pupils’ activities | Assessment opportunity | Organ- isation |
| 9.25  (5 mins) | Take register  Call out random weather phrases | (L) Sketch a simple drawing of weather called out, on individual whiteboards (PRAC). | Scan class, respond, repeat, mime etc | FLA to  distrib.  T>P |

## The lesson main part

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| *Note: Each step should build on the previous one to ensure progression towards learning objectives* |

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| Step 1 (or mini-objective 1): Introduce new vocab for weather phrases (Pres) (F/H)  Prior learning: beau, chaud, froid, mauvais, vent, soleil, brouillard, orages | | | | |
| Start time (Time Allowed) | Teacher’s activities | Pupils’ activities | Assessment opportunity | Organ-isation |
| 9.30  (7 mins) | Show new weather flashcards. Say phrase in present tense.  Il y a …..  Le ciel est….. | (S) Choral repetition  (R) Pelmanism. A competitive card game matching pictures to phrases (PRAC) | Observe individuals matching the pairs | FLA to distrib.  T>P |

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| Step 2 (or mini-objective 2): Introduce vocabulary in context: listening to weather forecast (PRAC) (F/H)  Prior learning: Dans le nord …..etc Le matin……etc | | | | |
| Start time (Time Allowed) | Teacher’s activities | Pupils’ activities | Assessment opportunity | Organ-isation |
| 9.37  (8 mins) | FLA reads forecast at near normal pace, but with regular pauses  FLA repeats forecast but sticks weather pictures on map whilst presenting. | (L) (W) Note the weather for each of four compass points and a.m/p.m. using key words  Amend answers as appropriate | Observation  Self assessment | T>P |

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| Step 3 (or mini-objective 3): Develop listening skills: raise awareness of key words required for a) understanding b) presenting  Prior learning: | | | | |
| Start time (Time Allowed) | Teacher’s activities | Pupils’ activities | Assessment opportunity | Organ-isation |
| 9.45  (5 mins) | Asks which words were key to successful understanding  Asks what is key for presenting own forecast | (Hopefully) identify correctly!  (Hopefully) identify correctly that future tense is required |  | T>P |

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| Step 4 (or mini-objective 4): Support pupils in identifying future tense of relevant verbs (Pres) (H)  Prior learning: | | | | |
| Start time (Time Allowed) | Teacher’s activities | Pupils’ activities | Assessment opportunity | Organ-isation |
| 9.50  (8 mins) | FLA presents forecast again  Teacher writes phrases on w/b as pupils volunteer what they have heard | Pupils listen for and identify future tenses  Practise pronunciation |  | T>P |

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| Step 5 (or mini-objective 5): Provide opportunities for pupils to use new structures and vocabulary in context: preparing own forecast (Prod) (F or H depending on level of difficulty/support)  Prior learning: | | | | |
| Start time (Time Allowed) | Teacher’s activities | Pupils’ activities | Assessment opportunity | Organ-isation |
| 9.58  (10 mins) | Present a differentiated writing frame for a forecast, to be used as a prop but more able can adapt  Encourage J + C to use extended language (le sud-ouest, sur la cote etc) and to present for a continent other than Europe | (W) Select at least one weather phrase for each section of the writing frame  (S) Practise pronunciation | Observe preparation  Listen in to pronunciation | Pairs |

## The plenary

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| Objective: To lead pupils to reflect on learning  Related homework task: (W) Write up forecasts in best, improving theirs to reflect what they have learned from the presentations | | | | |
| Start time (Time Allowed) | Teacher’s activities | Pupils’ activities | Assessment opportunity | Organ-isation |
| 10.08  (10 mins) | Observe, encourage, select 3 pairs. | (S) (L) 3 pairs present to the class.  One presents forecast, other attaches weather pictures to map | Peer assessment  Pupils listen for success in   * Pronunciation * Clarity * Future tenses |  |

10.20