MFL lesson planning form – exemplar

# MFL lesson planning form - Exemplar

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 resourcesFLA to present weather forecasts |

|  |  |
| --- | --- |
| 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:

|  |  |
| --- | --- |
| **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

|  |
| --- |
| 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 registerCall 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

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

|  |
| --- |
| 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 |

|  |
| --- |
| 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 pausesFLA 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 wordsAmend answers as appropriate | ObservationSelf assessment | T>P |

|  |
| --- |
| Step 3 (or mini-objective 3): Develop listening skills: raise awareness of key words required for a) understanding b) presentingPrior 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 understandingAsks what is key for presenting own forecast | (Hopefully) identify correctly!(Hopefully) identify correctly that future tense is required |  | T>P |

|  |
| --- |
| 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 againTeacher writes phrases on w/b as pupils volunteer what they have heard | Pupils listen for and identify future tensesPractise pronunciation |  | T>P |

|  |
| --- |
| 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 adaptEncourage 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 preparationListen in to pronunciation | Pairs |

## The plenary

|  |
| --- |
| Objective: To lead pupils to reflect on learningRelated 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 assessmentPupils listen for success in* Pronunciation
* Clarity
* Future tenses
 |  |

10.20