

LESSON PLAN

Name(s)/Surname(s):

Institution/Context of language teaching:

Material (Course-book/Unit) used: All the materials are uploaded on this Padlet link:

https://padlet.com/zeynep_arpaozu/b0ibs7qbtrk6fap

Lesson focus: Comparatives and Superlatives

Learners' previous knowledge: Tenses in English language with a basic knowledge of comparatives.

Learner profile (age, proficiency level, number of students): 8th grade, B1 level, 15 students

Allocated time: 45 minutes

Anticipated problems and remedies during teaching: There may be connection problems, the students may not be eager to participate, or the lesson may finish earlier than expected.

As a preventative act, we decided to include more competitive activities and group works. We also tried to create materials that are appealing to them and relative to their culture.

Goal(s) of the lesson: To understand why, where and how we use comparatives and superlatives. To expose the students as many adjective forms as possible. To create enjoyable opportunities for students to produce the grammar point in question.

Objectives of the lesson: The students will have the information required to form comparatives and superlatives. The students will be exposed to a few new vocabulary items in addition to comparative and superlative adjectives. The students will be able to defend something using this grammar point.

PROCEDURE

STAGE 1 - WELCOME

- **Allocated time:** 3 minutes
- **Procedure (what do the teacher and the students do):** The teacher greets the students as they are admitted into the meeting room. The teacher may ask the students how their week has been and ask whether or how much they have checked the pre-class materials.
- **Aids (if any, other than the coursebook):** -
- **Interaction Patterns:** T-Ss and T-S

- **Stage Justification:** Through online education, it is extremely important to know more about students' wellbeing. As the teachers did not meet the students in a face-to-face classroom before, making small talks before starting the session is crucial to have a better understanding of their current state, as well as their previous knowledge. Also, the teachers have to know about the students' understandings of the pre-class materials as this is a flipped learning class and the materials have to be inspected before taking the class.

STAGE 2 - INTRODUCTION OF THE TOPIC

- **Allocated time:** 7 minutes
- **Procedure (what do the teacher and the students do):** The teacher briefly talks about the lesson topic which is "comparatives and superlatives". The teacher asks what they have understood from the handout and what they remember from the video and the handout. The students share what they understood or even learnt from the pre-class materials, ask questions if they have any and the teacher monitors and moderates their learning based on what they tell. The teacher may correct misunderstandings and fill out gaps of information when necessary.
- **Aids (if any, other than the coursebook):** PowerPoint slide (found on Padlet)
- **Interaction Patterns:** T-Ss, S-T, T-S, Ss-T (the last one would be the most preferred as the students are expected to share and ask what they consumed from the pre-class materials)
- **Stage Justification:** Within a flipped learning session, it is important for students to be able to learn somethings on their own before the class. This is based on the notion that learning can take place anywhere, anytime, anyway. Although we are giving the students the responsibility of their own learning, the teacher still has to present the topic in some way. Thus, the teacher creates a discussion atmosphere (includes the students in the process of "lecturing") whilst presenting the topic.

STAGE 3 - MAIN ACTIVITY

- **Allocated time:** 15 minutes
- **Procedure (what do the teacher and the students do):** The teacher opens a picture containing pictures and descriptions of cats. The format and index of this picture is adapted to the format of a common internet humour type but it is also appropriate for the class. The students have a look at the picture and read the descriptions of these cats.

Then the teacher gives the students prompt questions like, “which one is the laziest?” or “compare X and Y”. The teacher will also send the link to an online buzzer (which works exactly like Kahoot; students enter the game PIN and join the buzzer) and they are expected to press the buzzer button when they have an answer. The students have to compete against each other to give an answer and the student who is the quickest to give a correct answer gets a point.

- **Aids (if any, other than the coursebook):** The teachers will present cats and their descriptions to students. An online buzzer link will be sent to students.
- **Interaction Patterns:** T-Ss, S-T, T-S, Ss-T
- **Stage Justification:** As a practice for the learned topic during the presentation stage, this activity aims to encourage students to speak more by making comparisons between cats using a relatively fun and relaxing material. Moreover, the teachers are fostering a conversational/communicative classroom while checking the students’ grammar mistakes (if any) - and they have space to correct them. The competitive aspect is aimed to increase engagement into the classroom.

STAGE 4 - REINFORCING ACTIVITY

- **Allocated time:** 17 minutes
- **Procedure (what do the teacher and the students do):** The teacher sends a link of a Google forms document which contains simple questions about “how their 2020 has been”. Since this class takes place soon before the new year, we wanted to include a brief conversation about the past year. The questions on the Google Forms also include comparisons (comparatives and superlatives). Once the students are done with answering the questions, the teacher will share the answers to it and everyone will talk about their answers in a very easy-going communicative manner.
- **Aids (if any, other than the coursebook):** Google Forms
- **Interaction Patterns:** T-Ss, Ss-Ss, Ss - T, T-S, S-T
- **Stage Justification:** We believe that it is always a good idea to finish the day with a relaxing and fun activity. For coherency purposes, the questions on the Google Forms include comparative and superlative forms and require the students to comprehend them in order to answer the questions. Then comes the conversation time; it is always beneficial for a teacher to ask, learn, care for and reflect on the students’ interests, feelings, thoughts and experiences. We strongly believe that we can highly benefit from such activities within a flipped learning context, especially for our future lessons.

STAGE 5 - FAREWELL

- **Allocated time:** 3 minutes
- **Procedure (what do the teacher and the students do):** The teacher summarizes the main points of the lesson, and asks the students if they have any questions. The teacher uploads a handout on Padlet that the students can look at to study further when they need. After clarifying everything, the teacher says goodbye.
- **Aids (if any, other than the coursebook):** Post-class handout (examples and useful language).
- **Interaction Patterns:** T-Ss, S-T
- **Stage Justification:** After the lesson, it is important to summarize all the points to give students the time to think about the questions they may have. Thus, the teacher creates time for them to ask questions. The handout provided by the teacher is designed to be a good practice and reference sheet for the students' upcoming exams or just for their self-study/revision sessions.

CONTINGENCY PLAN

The teacher and the students can inspect the post-class handout together in case they have more time.

HOMEWORK (if any)

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APPENDIX 1: Pre-Class materials: Handout describing the topic, video.

Note to instructor(s): They must be sent to the students three days before the class at most.

APPENDIX 2: During class materials: PPT Slides to go over and discuss the pre-class exposure, "Cats Described" picture. Google Forms to reflect on 2020 and have an easy-going conversation about it before the session is over.

Note to instructor(s): -

APPENDIX 3: Post-Class material: A second handout with more examples and useful language elements to help them out for further studies.

Padlet link: https://padlet.com/zeynep_arpaozu/b0ibs7qbtrk6fap

FLIPPED
IMPACT