

Flipped Impact Project

LESSON PLAN

I.	
Date:	
Micro-Teacher's Name and Surname:	
Students' Level of Proficiency:	Upper Intermediate (B2)
Students' Age:	
Class Size:	
Duration of Lesson:	45'
Institution:	

II.	
Lesson Topic/Theme:	Conditionals
Lesson Focus (Teaching Point):	Grammar
Materials and Texts Used:	Video prepared for pre-class Infographic Exercises prepared on Edpuzzle and H5p
References:	Infographic Exercises and instructions prepared: https://edpuzzle.com/media/5fa68b731e852740e9c5977e (pre-class, Edpuzzle video) https://padlet.com/tugbademiray1/exitticket (at the end of the class) Padlet (before and during the class) https://padlet.com/tugbademiray1/exitticket

Audio-visual Aids and Tech Tools Used:	Zoom Edpuzzle Padlet Storyboardthat Jamboard
Anticipated Problems:	<ol style="list-style-type: none"> 1. There may be problems related to Internet connection. 2. The websites might not work. 3. Lesson may progress faster than anticipated. 4. The students may be reluctant to participate in activities and discussions because of the lack of motivation. 5. The students may not find the activities interesting enough to be engaged in during the class.
Solutions:	<ol style="list-style-type: none"> 1. Before the lesson, the teacher takes screenshots of the online pages to show if some problems occur. 2. The teacher prepares a contingency plan to be used if extra time is left due to students being fast. 3. Teacher encourages students with reinforcements such as positive, helping language and small rewards (online badges). 4. The teacher makes the lesson as joyful as possible to make students enjoy the lesson with individual and pair work activities.
Intelligences Addressed:	<ul style="list-style-type: none"> • Linguistic Intelligence • Visual-spatial Intelligence • Interpersonal Intelligence • Intrapersonal Intelligence • Socio-cultural Intelligence
Pre-requisite Knowledge:	<p>Students are expected to know beforehand;</p> <ul style="list-style-type: none"> • Tenses in English language • How to Set Up Sentences • Most Common English Verbs • Conditionals (Type Zero, 1, 2 and 3)
Goal(s):	Students will be able to;

	<ul style="list-style-type: none"> • Recognize the meaning of targeted grammatical structure in written and spoken form. • Practice Conditionals in a meaningful context with the help of the linguistic input given in the activities. • Self-correct when using target grammatical structures.
Objectives:	<p>By the end of the lesson,</p> <ol style="list-style-type: none"> 1. The students will be able to identify the different types of the Conditionals. 2. The students will be able to clarify the reasons for using which type of conditional in which cases. 3. The students will be able to form sentences in conditionals by continuing a chain initiated by the teacher. 4. The students will be able to create a mini story by using conditionals according to the situations given by the teacher. 5. The students will be able to talk about the story they created with their friends as a pair or group. 6. The students will be able to evaluate each other on their performance during the class.
Rationale:	<ul style="list-style-type: none"> - The teacher expands the topic by combining their previous experiences with new knowledge, which contributes to meaningful learning. Also, the teacher aims to improve their speaking and expression skills. - The teacher aims to help students comprehend the essential elements of the target grammatical structures by giving clear and creative examples, which plays an important role in the application of a new structure into the context. - The teacher aims to check whether students have understood the structure clearly or not by using concept check questions, which helps students to understand both the meaning and use of the grammatical point. - The teacher helps them improve their speaking skills by combining their productivity and creativity with their linguistic abilities. - The teacher aims to enhance their creative thinking and

	<p>writing skills by asking them to generate a story by using the target grammar points.</p> <ul style="list-style-type: none">- The teacher creates an inclusive classroom environment where each student has an equal opportunity to express their opinions and feelings through evaluation form, which is a great chance to gain freedom of speech and autonomy.
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III. PROCEDURE

Bloom's Taxonomy	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Remembering <i>(Outside the Classroom)</i>	5'	<p>The teachers prepared two animated and interactive videos on conditionals and shared it with the students via padlet. Through this video, the students have a great opportunity to learn and review the functions of Conditionals. Also, the embedded questions into the video help the learners to control their learning process. (App. A)</p>	<p>The students are mainly responsible for watching the uploaded videos before coming to class. Also, they are required to answer the relevant questions in the video by understanding the general use of the different types of Conditionals.</p>	(I)	<p>The teacher aims to prepare interactive joyful videos to catch the students' attention and make them remember their already existing knowledge of Conditionals.</p>

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Understanding And Applying <i>(Outside the Classroom)</i>	15'	<p>The teacher prepares an infographic by using pictochart for students to understand in which circumstances the conditionals are used. (App. B) Additionally, the teacher prepares a video of herself and her colleague in the format of interview to expose students to the real usage of conditionals. In this way, the teacher finds a great opportunity to make the learners remember the usage of conditionals, which prepares them for the in-class activities. Furthermore, the teacher prepares an interactive video, by using edpuzzle, in which there are questions of conditionals for students to practice before coming to the class (App. C)</p>	<p>The students are required to understand the general use of Conditionals within a meaningful and comprehensive infographic. Additionally, they are responsible from watching two videos, and completing the exercise.</p>	(I)	<p>The teacher aims to make them practice the basic forms and functions of the relevant topics. Furthermore, the teacher aims to provide the students with more representative examples of the target structure by reinforcing the key linguistic feature.</p>
Lead- In <i>(Inside the Classroom)</i>	7'	<p>The teacher starts the lesson by greeting students and asking how they feel and how they have been doing recently. Then, she asks whether they have enjoyed the pre-prepared video and what they think about the video, which is an essential step for reflective teaching. If there is a student who has not watched the relevant video yet, the teacher asks other students to inform their friend of today's</p>	<p>The students listen carefully and share their experiences and answer the teacher's questions. They help their friends comprehend the relevant topic by sharing what they have learned from the interactive video and the infographic. They share their opinions on LTT by using the target structure.</p>	T ↔ Ss	<p>The teacher aims to warm the students up for the lesson by establishing the context and make them concentrate on the lesson by setting up a positive mood of speaking and attracting their attention. Additionally, the teacher aims to create an authentic context, to motivate them to</p>

		theme and topic. Afterwards, the teacher asks about their experience of LTT. Then, she asks the following question in relation with the today's lesson: <i>What would you change or do differently if you had a chance to attend the LTT again?</i>			be engaged in the lesson.
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Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Analyzing <i>(Inside the Classroom)</i>	8'	<p>The teacher introduces the first activity, which is creating a chain by using the conditional type 2. There are 2-3 chains initiated by the teacher. Then the students continue the chain by using the target structure. Example of the conditional chain story:</p> <p><i>If I won the lottery, I'd buy a Ferrari.</i></p> <p><i>If I bought a Ferrari, I'd drive to France.</i></p> <p><i>If I drove to France, I'd eat a lot of pasta.</i></p> <p><i>If I ate a lot of pasta, I'd get fat.</i></p> <p><i>If I got fat, I wouldn't fit into my clothes.</i></p> <p>The chain beginnings for students to continue:</p> <p>(a) If I had a super power,.....</p> <p>(b) If I got a perfect score on my</p>	<p>The students carefully listen to the teacher and continue the chain, initiated by the teacher, by using the target structure. Then, they comment on the chains created in collaboration.</p>	<p>T ↔ Ss</p> <p>(W)</p> <p>(I)</p>	<p>The teacher aims to create an authentic and funny activity to make sure students learn while having fun. The teacher seeks to engage the students in the class activities by creating a chain activity. Additionally, the teacher makes sure to provide related activities for students to comprehend the grammar points easily.</p>

		college entrance exams, (c) If I never had to sleep, (d) If we had no school today,..... Both the teacher and the students comment on the chains that are created to analyze them better.			
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Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Creating <i>(Inside the Classroom)</i>	20'	The teacher introduces the next activity, which is creating a mini story, on thestoryboardthat.com, by using conditionals type 2 and 3. The teacher instructs students about how to do the tasks via jamboard (App. D). After giving the instructions, the teacher sends the students to breakout rooms to work on the task together. When students come back from the breakout rooms with their stories/dialogues ready, they tell their stories by sharing their screens. After each group present their stories, if time allows, the teacher introduces one last activity. In this activity, the teacher asks the	The students listen to the instructions of the teacher and create their own stories, in groups, on the given web tool. Then, they tell their stories by sharing their screen to be able to show the characters, plot, etc. better. Lastly, they share their three wishes by using the target structure.	T ↔ Ss S ↔ S (I)	The teacher aims to make them more concentrated on the task by letting them create their own stories with their friends as a group. The teacher provides this creative activity on conditionals to make a space for students to personalize the given task and do it in their own way according to their own wishes. Additionally, the teacher aims to improve the creative thinking skills of the students. Lastly, the teacher asks their wishes to encourage them to think

<p>Evaluating <i>(Inside the Classroom)</i></p>	<p>5'</p>	<p>following question make students reflect on their lives while practicing the target grammar point:</p> <p><i>If you had a chance to wish 3 things for past, present and future.</i></p> <p><i>What would you wish for the past? /present/ future?</i></p> <p>After the last activity, the students fill out the questionnaires by evaluating their learning experiences in the class session, which could be beneficial for reflective teaching. After they are done with the evaluation form, the teacher introduces the exit ticket (App. E.) activity for them to have a chance to leave the online classroom by uttering their experiences in the class.</p>	<p>They evaluate the lesson, and leave the online classroom by using their exit tickets.</p>	<p>T ↔ Ss (I)</p>	<p>about their lives.</p>
<p>Contingency Plan</p>	<p>(If any time left 5')</p>	<p>If time allows, the teacher dwells more on the activity, which lets the students utter their wishes so that they might find more courage to work on to realize their wishes.</p>			<p>The teacher aims to create a positive classroom atmosphere where the students find a great opportunity to express their ideas and feelings about their friends, the lesson, and the teacher.</p>

APPENDICES

Padlet link for pre-class activities (App. A, B, C.): <https://padlet.com/tugbademiray1/conditionals>

App. D: not ready yet

App. E.

Exit ticket activity: <https://padlet.com/tugbademiray1/exitticket>

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