

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:	Determiners (Articles, demonstratives, possessives, quantifiers)
Lesson Focus (Teaching Point):	Grammar
Materials and Texts Used:	Video prepared for pre-class Infographic Exercises prepared on h5p
References:	<p>Infographic https://create.piktochart.com/output/51332992-determiners (pre-class)</p> <p>Exercises and instructions prepared on h5p:</p> <p>https://canimcanim.h5p.com/content/1291191406261591547 (pre-class, video)</p> <p>https://canimcanim.h5p.com/content/1291187372979408187 (pre-class, the instructions to get prepared for the FLIP party)</p> <p>https://cisem-arda.h5p.com/content/1291188015876855717 (pre-class)</p> <p>https://canimcanim.h5p.com/content/1291187044250057187 (during the class)</p> <p>https://canimcanim.h5p.com/content/1291186435449531367 (during the class)</p>

	<p>https://cisem-arda.h5p.com/content/1291188578361564727 (at the end of the class)</p> <p>https://cisem-arda.h5p.com/content/1291187325919344587 (during the class)</p> <p>Padlet</p> <p>Tuğba's link: https://padlet.com/tugbademiray1/9p2lj0gxsp8q5w2s (before and during the class)</p> <p>Çisem's link: https://padlet.com/cisemarda/lz51ihzm49lcdr42 (before and during the class)</p>
Audio-visual Aids and Tech Tools Used:	<p>Zoom Piktochart H5p.com Padlet Video maker</p>
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

	<ul style="list-style-type: none"> • 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 • Determiners
Goal(s):	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Recognize the meaning of targeted grammatical structure in written and spoken form. • Practice Determiners in a meaningful context with the help of the linguistic input given in the activities. • Self-correct when using targeted 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 usages of determiners. 2. The students will be able to clarify the reasons for using a particular quantifier with countable and uncountable nouns. 3. The students will be able to highlight the determiners of the given text. 4. The students will be able to form their own written materials by choosing correct quantifiers. 5. The students will be able to form sentences and give mini speeches by using correct determiners. 6. The students will be able to evaluate each other on their performance during the class.
Rationale:	<p>- The teacher intends to attract students' attention and arouse their curiosity by designing the lesson as a party concept, which contributes to the learners' concentration and intrinsic motivation. Also, the teacher aims to create a relaxing atmosphere for effective learning.</p> <p>- The teacher expands the topic by combining their previous experiences with new knowledge, which contributes to</p>

	<p>meaningful learning. Also, the teacher aims to improve their speaking and expression skills.</p> <ul style="list-style-type: none"> - 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 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 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 an animated and interactive video on determiners and shared it with the students via padlet. Through this video, the students have a great opportunity to learn and review the functions of Determiners. 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 video before coming to class. Also, they are required to answer the relevant questions in the video by understanding the general use of Determiners.</p>	(I)	<p>The teacher aims to prepare an interactive joyful video on the concept of a party to catch the students' attention and make them remember their already existing knowledge of determiners. The teacher aims to design the lesson with a party concept to motivate the students to join the class. Furthermore, the teacher seeks to draw a connection between pre and during class activities. To do so, she prepares a video with the beginning of the party, and the video ends by saying the rest of the party will continue in the class.</p>

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Understanding And Applying <i>(Outside the Classroom)</i>	10'	<p>The teacher prepares an infographic by using pictochart for students to understand in which circumstances the determiners are used. (App. B) Additionally, by using H5P, the teacher prepares a multiple choice question set with embedded feedback for students to practice determiners. (App. C) In this way, the teacher finds a great opportunity to make the learners remember the usage of determiners, which prepares them for the in-class activities.</p>	<p>The students are required to understand the general use of Determiners within a meaningful and comprehensive infographic. Additionally, they are responsible for completing the multiple-choice 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>	5'	<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 theme and topic. Then, the teacher starts the party concept and tells the surprise of the party, which is preparing an elixir.</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.</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 be engaged in the lesson.</p>

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Analyzing <i>(Inside the Classroom)</i>	12'	<p>The teacher introduces her own elixir, which is called "The Elixir of Turning The Webcams On". (The ingredients and instructions on how to do it can be seen in App. D) The teacher shares the instructions of her recipe via the chatbox on Zoom. She presents the ingredients of the elixir via H5P. (Link of it can be seen in App. E) She asks two students to help her while preparing her own elixir by reading how to make the given elixir, and she tries out her elixir on students to cheer them up. Afterwards, the teacher shares her laptop screen, which is showing a highlighting of determiners activity created on H5P. (Link of this can be seen in App. F). In this activity, the students see the teacher's elixir recipe, and one by one, they tell the determiners in this text.</p>	<p>The students carefully listen to the teacher and help her to prepare her elixir. Then, they highlight the determiners stated in the recipe that the teacher shared with them.</p>	<p>T ↔ Ss (W)</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 asking for help from them. Additionally, the teacher makes sure to provide related activities for students to comprehend the grammar points easily. Lastly, the teacher prepares the highlighting activity to help students apply their knowledge on determiners.</p>

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Creating <i>(Inside the Classroom)</i>	8'	After the activities related to her elixir, the teacher asks the students to create their own elixirs. She introduces the Magic Shop, in which there are countable and uncountable items to be used while preparing the elixir. The teacher tells them to choose four items from the Magic Shop and one additional item created by themselves, different from those in the Magic Shop (The link is in App. G). The teacher gives further instructions. She states that they should combine their items with suitable quantifiers such as a few dragon eggs, lots of courage . The teacher then shares the padlet link, tells them to write the ingredients of their recipes on the padlet, and gives a name to their recipes. (The link to padlet is in App. H). She provides 4 minutes for students to write down the ingredients of their recipes.	The students listen to the instructions of the teacher and create their own elixirs. They write down the ingredients of their elixirs by using suitable quantifiers for countable and uncountable nouns. Then, they post their elixir recipes on the padlet.	T ↔ Ss (I)	The teacher aims to make them more concentrated on the task by letting them create their own elixirs. The teacher provides this creative activity on determiners 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.
	15'	After creating their own elixirs, the teacher tells that she will put them in the break-out rooms where they will be speaking about for whom and why they created their elixirs	They go to the break-out rooms and discuss their recipes with their partners. When they turn back to the main room, they talk about each other's elixirs.	T ↔ Ss S ↔ S (I)	The teacher aims to enhance speaking skills of the students. Additionally, the teacher aims to help students improve their

<p>Evaluating <i>(Inside the Classroom)</i></p>	<p>5'</p>	<p>and the possible results after a person drinks the elixir. The teacher tells that they have 4 minutes to talk about their elixirs with their partners. Before putting them into the break-out rooms, the teacher tells that after they turn back to the main zoom room, they will tell each other's elixirs. After they come back to the main room, each student talks about their partner's elixir.</p> <p>After listening to each student's speech, the teacher asks the students to go to padlet and click on the "heart" icon of the elixir they liked the most. She finds out the most favorite elixir. Then she shares the link of the 4 question exercise on the determiners for them to practice. (The link is in App. I). If time allows, they go over the questions together. Lastly, the teacher introduces the voting system to get online badges. The teacher shares the link for the students to vote for each other. (The link is in App. J). After they see the results and get the badges, they fill out the questionnaires by evaluating their learning experiences in the class session,</p>	<p>The students listens the instructions, and do the last exercise on the determiners. After that, they vote each other and evaluate the lesson before they leave the online classroom.</p>	<p>T ↔ Ss (I) (W)</p>	<p>communication skills by allowing them to express their ideas in a friendly environment.</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. Furthermore, the teacher aims to introduce a short exercise on the determiners to make sure they leave the class by identifying the differences between them.</p>
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<p>Contingency Plan</p>	<p>(If any time left 5')</p>	<p>which could be beneficial for reflective teaching.</p> <p>If there is extra time left, the teacher says that “Let’s create a story about the results of drinking the favorite elixir at the party.” She starts the story and asks each student to continue the story with one sentence orally.</p>	<p>The students listen to the instructions of the teacher and continue the story by uttering their own sentences.</p>	<p>T ↔ Ss</p> <p>(I)</p> <p>(W)</p>	<p>The teacher aims to end the lesson with an interactive and joyful activity, creating a story altogether as a whole class.</p>
<p>After class Activity</p>		<p>The teacher tells them to write a story on what happens if somebody drinks their elixirs and post it on the padlet.</p>			

APPENDICES

Appendix A: Pre-Class Video

<https://canimcanim.h5p.com/content/1291191406261591547>

The Instructions of a Zoom Party Background: <https://canimcanim.h5p.com/content/1291187372979408187>

Appendix B: The Infographic on Determiners

(pre-class) The link of it: <https://create.piktochart.com/output/51332992-determiners>

Appendix C: Exercise on Determiners

(pre-class) The link of it: <https://cisem-arda.h5p.com/content/1291188015876855717>

Appendix D: The Recipe of “The Elixir of Turning the Webcams On”

(in class)

Ingredients:

- *Plenty of powerful electricity*
- *Some strong internet*
- *A computer/a mobile phone/ or a tablet*
- *Zoom*
- *Enough honey*
- *A webcam*
- *A lovely teacher*
- *Several motivated students*
- *Lots of courage stones*
- *A lot of love*
- *Enough respect for the teacher*
- *Some ability to open the webcam*



How to Make It?



In the first step, you need plenty of powerful electricity and followed by some strong internet. You stir them in the Caldron for 3 minutes. Afterwards, you add a computer with a working webcam, a mobile phone, or a tablet depending on your taste and boil all of them until it smells good enough. Now, it is time to add Zoom with enough honey into the caldron. Additionally, of course, you need to bring a lovely teacher and several motivated students together. In the next step, you need to combine and mix lots of courage, a lot of love, and enough respect for the teacher until its smell spreads around the room. For the last step, you need to add a special ability which is the ability for pressing on the camera button. Mix all of them until you feel that it is ready.

Appendix E: The Ingredients of the Elixir

(in class) The link of the H5P to illustrate the ingredients:

For Çisem's class: <https://canimcanim.h5p.com/content/1291187044250057187>

For Tuğba's class: <https://canimcanim.h5p.com/content/1291186435449531367>

Appendix F: Highlighting the Determiners Activity Based on The Teacher's Elixir

The link: <https://cisem-arda.h5p.com/content/1291187325919344587>

Appendix G: The Magic Shop

Not ready yet.

Appendix H: Padlet Links for The Students to Post Their Elixirs

For Çisem's class: <https://padlet.com/cisemarda/lz51ihzm49lcdr42>

For Tuğba' class: <https://padlet.com/tugbademiray1/9p2li0gxsp8q5w2s>

Appendix I: Last exercise on the Determiners

The link: <https://cisem-arda.h5p.com/content/1291188578361564727>

Appendix J: Online Voting System to Get Badges

The link: <https://tr.surveymonkey.com/r/CQLV73J>

Appendix J: Padlet Link to Be Sent to The Students for Pre-Class Activities

<https://padlet.com/cisemarda/sy72d2zv3uzqowya>

