

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:	Future in The Past
Lesson Focus (Teaching Point):	Grammar
Materials and Texts Used:	Interactive video prepared for pre-class Infographic Exercises prepared on h5p Jamboard activity Padlet

<p>References:</p>	<p>Interactive video</p> <p>(pre-class) https://dogayildirim.h5p.com/content/1291215192406945817</p> <p>Infographic</p> <p>(pre-class) https://create.piktochart.com/output/51801194-future-in-the-past</p> <p>Exercise prepared on h5p:</p> <p>(pre-class) https://dogayildirim.h5p.com/content/1291214795191306157</p> <p>Jamboard (during the class)</p> <p>Tuğba's link:</p> <p>https://jamboard.google.com/d/1_HnqdyH9evUfSg9pgKbWWqGGo46PbK4BmkzzxfkMeA/edit?usp=sharing</p> <p>Çisem's link:</p> <p>https://jamboard.google.com/d/1r7_n6hqSYW19YntxahCf9n8mR8pZpGmIf0HEN4Nxq5Y/edit?usp=sharing</p> <p>Video</p> <p>https://youtu.be/Q2w987_UYmE</p>
<p>Audio-visual Aids and Tech Tools Used:</p>	<p>Zoom Piktochart H5p.com Video maker Jamboard Online videos, and photos</p>

	Padlet
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 • Future in the Past

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 Future in the Past 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 grammar structures while talking about future in the past. 2. The students will be able to clarify the reasons for using the given grammar structure in which contexts or situations. 3. The students will be able to form questions and sentences by using the grammar rules of Future in the Past. 4. The students will be able to enhance their knowledge of Future in the Past by speaking and speculating about the actions in the given videos, and photos. 5. The students will be able to generate excuses according to the given situation by using the structure of Future in the Past. 6. The students will be able to evaluate the lesson at the end of the lesson.
Rationale:	<ul style="list-style-type: none"> - The teacher intends to attract students' attention and arouse their curiosity by creating a video of herself and her colleague talking on missed opportunities of previous year. She aims make the students recall the Future in the Past topic via the authentic material. - The teacher aims to help students comprehend the essential elements of the target grammatical structures by giving examples from her life, which plays an important role in the application of a new structure into the context.

	<ul style="list-style-type: none">- 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 chooses the topic from real life, which is talking about collapsed plans, and makes students to talk about their collapsed plans via fun activities. Also, the teacher aims to improve their speaking and expression skills.- The teacher helps them improve their speaking skills by combining their productivity and creativity with their linguistic abilities while talking about given videos, and photos.- 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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IMPACT

III. PROCEDURE

Bloom's Taxonomy	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Remembering <i>(Outside the Classroom)</i>	15'	<p>The teachers prepared an interactive video on Future in the Past and shared it with the students via padlet. Through this video, the students have a great opportunity to remember in which cases or situations the given structure is used. Moreover, they are invited to listen to the conversation in the video carefully in order to answer the questions that pop-up during the video. (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 Future in the Past.</p>	(I)	<p>The teacher aims to prepare an interactive joyful video by recording herself and her colleague having a conversation about the collapsed plans of 2020 to catch the students' attention and make them remember their already existing knowledge of Future in the Past topic. Furthermore, the teacher seeks to draw a connection between pre and during class activities. To do so, she prepares a video with a dialogue with her colleague, and the video ends by referring the during class activity.</p>
Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose

<p>Understanding 9 And Applying</p> <p><i>(Outside the Classroom)</i></p>	<p>10'</p>	<p>The teacher prepares an infographic by using pictochart for students to comprehend in which circumstances Future in the Past is used. (App. B) Additionally, by using H5P, the teacher prepares a drag and drop exercise with embedded feedback for students to practice Future in the Past. (App. C) In this way, the teacher finds a great opportunity to make the learners remember the usage of Future in the Past, which prepares them for the in-class activities.</p>	<p>The students are required to understand the general use of Future in the Past within a meaningful and comprehensive infographic. Additionally, they are responsible for completing the drag and drop exercise.</p>	<p>(I)</p>	<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 features.</p>
<p>Lead- In</p> <p><i>(Inside the Classroom)</i></p>	<p>5'</p>	<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. Before introducing the first activity, the teacher asks about how they feel about the previous year, and she mentions about her last year.</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>	<p>T ↔ Ss</p>	<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>	15'	<p>The teacher introduces the first activity of the lesson. In this activity the students will talk about their last year; how their plans are changed because of the coronavirus. The teacher shares the link of the jamboard that they will be using in this activity. (App. D) The teacher invites them to think about their previous year, and decide on one of their plans that has changed because of the pandemic or any other reason. Then, she asks them to write one vocabulary item that signifies their collapsed plan. Afterwards, she explains the rest of the activity: The students will speculate about the given vocabulary items. They will ask questions to find out their friends' collapsed plans by using the grammar structure of Future in the Past. The teacher gives an example to make sure the instructions of the activity is cristal clear for the students. The teacher writes the word "book" on the jamboard. Then, she will say that in order to guess my missed plan about the book, you need to ask me questions by using the structure of Future in the Past. For example,</p>	<p>The students carefully listen to the teacher and decide on their collapsed plans to write on the jamboard. Afterwards, they try to find out the their friends' collapsed plans by asking questions in the form of Future in the Past.</p>	<p>T ↔ Ss</p> <p>(I)</p> <p>(W)</p>	<p>The teacher aims to create an authentic and fun activity to make sure students learn while having a joyful time together. 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. Furthermore, the teacher designs the jamboard by using a shelf to emphasize idea that the plans might not have been accomplished, but life is full of supprises and, we may accomplish our dreams later on. Lastly, by analyzing the questions of their friends, the students brush up their knowledge of Future in the Past.</p>

		<p>you can ask the following questions: “Were you going to buy lots of books? Were you going to read many books? Do you think you would donate more books than the previous year? After her explanations, she gives 3 minutes for students to think and write according to the given instruction.</p>			
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		<p>After each and every student writes their reference words about the collapsed plan of themselves, the teacher picks up the first vocabulary item and asks students to generate questions according to the given structure in order to guess the collapsed plan of their friends. This activity goes until all collapsed plans are guessed correctly.</p>			
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Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Creating <i>(Inside the Classroom)</i>	8'	The teacher introduces the second activity. In this activity, the teacher shows 2 videos. (App. E) She makes students watch the video to some point. Then, she stops the video and asks them to guess what the character is going to do. After hearing the guesses of the students, she lets them see the rest of the video to find whether their guesses were correct or not. Then, she asks them to tell what happened in the video by using the grammar structure of Future in the Past.	The students listen to the instructions of the teacher and guess what is going to happen in the video scenes. They form sentences by using Future in the Past structure to explain the video scenes.	T ↔ Ss (I)	The teacher aims to make them create their own sentences by using the given materials (videos).
	8'	The teacher introduces the last activity. (App. F) She provides three different situations, and asks them to generate 2 excuses according to the given situations. In this activity the teacher plans to put them into break-out rooms so that they can work in pairs. If there are only few students in the class, the teacher asks them to work individually. The teacher asks them to write their excuses by using the structure of Future in the Past, and post them on the padlet. After explaining the activity clearly by modelling the first situation, the	They go to the break-out rooms and generate 2 excuses with the given situations. When they turn back to the main room, they talk about the excuses that they have created.	T ↔ Ss Ss ↔ Ss (I)	The teacher provides this creative activity to make a space for students to personalize the given task and use the given structure to generate an excuse on their own way according to their own wishes. Additionally, the teacher aims to improve the creative thinking skills of the students.

<p>Evaluating <i>(Inside the Classroom)</i></p>	<p>10'</p>	<p>teacher shares the padlet link of the padlet link. The teacher allocates 3 minutes for students to generate their excuses.</p> <p>After commenting and evaluating on the created memes, the teacher asks them to fill out the questionnaires by evaluating their learning experiences in the class session, which could be beneficial for reflective teaching. After the students complete the evaluation forms, the teacher asks the students to make a wish silently for 2021. When they are ready, the teacher declares her wish loudly. Then, the teacher let them go by using the exit ticket technique. In this technique, the teacher asks them to leave the class by saying what they loved the most about the lesson.</p>	<p>The students listens the instructions, and evaluate the lesson before they leave the online classroom. They make a wish, and leave the class by stating what they loved the most via using the exit ticket.</p>	<p>T ↔ Ss (I) (W)</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 end the lesson with positive vibes by making students leave the classroom with positive energy.</p>
<p>Contingency Plan</p>	<p>(If any time left 5')</p>	<p>If there is extra time left, the teacher shows some pictures to comment on and practice the given grammar structure.</p>	<p>The students listen to the instructions of the teacher and talk about the given pictures.</p>	<p>T ↔ Ss (I) (W)</p>	

APPENDICES

Appendix A: Pre-Class Video

(pre class) <https://dogayildirim.h5p.com/content/1291215192406945817>

Appendix B: The Infographic on Future in the Past

(pre-class) <https://create.piktochart.com/output/51801194-future-in-the-past>

Appendix C: Exercise on Future in the Past

(pre-class) <https://dogayildirim.h5p.com/content/1291214795191306157>

Appendix D: Links to the Jamboard

(in class)

For First class: https://jamboard.google.com/d/1r7_n6hqSYW19YntxahCf9n8mR8pZpGmlf0HEN4Nxq5Y/edit?usp=sharing

For Second class: https://jamboard.google.com/d/1_Hnq-dyH9evUfSg9pgKbWWqqGo46PbK4BmkzzxfkMeA/edit?usp=sharing

Appendix E: Videos

(in class): We plan to use some scenes from the video that you can find from this link. https://youtu.be/Q2w987_UYmE

Appendix F: Writing Activity. Each situation will be upload to the padlet so that the students will be able to write their sentences under the situations by using the “comment” section on padlet.

Speaking Activity

Work in pairs. (if there only few students, they will work individually) Look at these three situations. Think of a good excuse to explain why each one happened. Post them on padlet. Then tell your excuses to the class. At the end, vote on which excuses were best.

1. You were 30 mins late for an important exam and your father/mother did not call to inform your teacher.

2. You borrowed friend's notebook to study and were supposed to return it the next day, but she had to call you to find out where it was.

3. It was a close friend's birthday two days ago. You did not send a recorded message or get him a present.

Example for the 1st situation:

“Sorry teacher, I am late. My father's car was broken. He was going to call you (my teacher), but he lost his phone. So, he could not inform you.”

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

<https://padlet.com/tugbademiray1/l0qzjrz595i84cck>