

Flipped Impact Project

LESSON PLAN

I.	
Date:	
Micro-Teacher's Name and Surname:	
Students' Level of Proficiency:	Upper Intermediate (B2)
Students' Age:	13-14
Class Size:	
Duration of Lesson:	45'
Institution:	

II.	
Lesson Topic/Theme:	Modal Verbs (Present and Past Forms of them)
Lesson Focus (Teaching Point):	Grammar
Materials and Texts Used:	Infographic Exercises prepared on h5p and wordwall PPTx
References:	<p>Infographic https://padlet.com/tugbademiray1/modals</p> <p>Exercises prepared on h5p: https://purtomikkebiyaccom.h5p.com/content/1291342049799495867</p> <p>Wordwall: https://wordwall.net/resource/17241417/17-goals</p>
Audio-visual Aids and Tech Tools Used:	Zoom H5p.com Padlet Wordwall.net PPTx
Anticipated Problems:	1. There may be problems related to Internet connection.

	<p>2. The websites might not work.</p> <p>3. Lesson may progress faster than anticipated.</p> <p>4. The students may be reluctant to participate in activities and discussions because of the lack of motivation.</p> <p>5. The students may not find the activities interesting enough to be engaged in during the class.</p>
Solutions:	<p>1. Before the lesson, the teacher takes screenshots of the online pages to show if some problems occur.</p> <p>2. The teacher prepares a contingency plan to be used if extra time is left due to students being fast.</p> <p>3. Teacher encourages students with reinforcements such as positive, helping language and small rewards (online badges).</p> <p>4. The teacher makes the lesson as joyful as possible to make students enjoy the lesson with individual and pair work activities.</p>
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 • Modal Verbs
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 Modal Verbs 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 modal verbs. 2. The students will be able to clarify the reasons for using a particular modal verb in given context. 3. The students will be able to fill in the blanks with the correct modal verb in the given text. 4. The students will enhance their knowledge about sustainable development goals. 5. The students will be able to form their own sentences by choosing correct modal verbs. 6. The students will be able to create a poster by forming sentences with modal verbs and give mini presentation of their posters. 7. The students will be able to evaluate each other's posters by using modal verbs.
Rationale:	<ul style="list-style-type: none"> - The teacher intends to attract students' attention by designing the lesson on global problems, which contributes to the learners' world knowledge. Also, the teacher aims to create a relaxing atmosphere for effective learning. - 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 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.

III. PROCEDURE

Bloom's Taxonomy	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Remembering <i>(Outside the Classroom)</i>	5'	<p>The teacher posted questions about the environmental problems in the world and encouraged students to think about them. The teacher also motivates them to post photos/mems/gifs related to the questions. (App. A)</p>	<p>The students are mainly responsible for thinking about the given questions and post their answers in the comment section in padlet. They will be answering the questions by using the target structure (Modal verbs). Also, they can post some images that they find on the internet or even post their own art piece related to the topic.</p>	(I)	<p>The teacher aims to encourage students to think about the environment that they are living in because we tend to forget about nature when we are running from one lesson/homework to another. The teacher also aims to encourage students to think further about global issues and ways of overcoming them because we have to take deeper into our actions towards keeping our planet safe and secure. The teacher believes that sometimes asking questions is the biggest motivation to lead us to take action. Furthermore, the teacher aims to create a meaningful context for students to form sentences with the target structure. Moreover, the teacher aims to go over the students' answers during the class hour to make a meaningful connection between pre-class and in-class activities.</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 canva for students to understand in which circumstances the modal verbs are used. (App. B) The teacher prepares an infographic by giving modal verbs in categories so that students will understand the usage of modal verbs easily. Additionally, by using H5P, the teacher prepares an activity for students to practice modal verbs. (App. C) In this way, the teacher finds a great opportunity to make the learners remember the usage of modal verbs, which prepares them for the in-class activities.</p>	<p>The students are required to understand the general use of Modal verbs within a meaningful and comprehensive infographic. Additionally, they are responsible for completing the practice activity written in the form of an invitation for a project.</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. Moreover, the teacher prepares practice material in the form of an invitation letter for a project because, during the class hour, the students will be asked to design posters. Therefore, the teacher aims to seek a connection between pre-class and in-class activities.</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 completed the pre-class activities and what they think about them, which is essential</p>	<p>The students listen carefully and share their experiences and answer the teacher's questions. They share their answers to the question on the padlet. They are expected to comment on their friends' answers to engage more in the classroom</p>	<p>T ↔ Ss</p> <p>Ss ↔ 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</p>

		for reflective teaching. Then, she asks what is the topic of the today's lesson. After hearing the explanations of the students, she guides them through the pre-class work. They were supposed to answer the questions that the teacher posted on the padlet. Then, the teacher asks students to share their answers about environmental problems. Afterwards, the teacher dwells more on the global issues by showing some photos and letting students think more about these issues.	discussion about the global issues on earth. Moreover, they may reflect their opinion about the global issues with the help of virtual sources.		attracting their attention. Additionally, the teacher aims to create an authentic context to motivate them to be engaged in the lesson. Lastly, the teacher aims to make a connection to move to the class activities.
--	--	---	---	--	--

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Analyzing <i>(Inside the Classroom)</i>	20'	After brainstorming about the environmental problems, the teacher introduces the United Nation's 17 Sustainable Development Goals. (App. D) The teacher goes over them by showing a powerpoint presentation. Afterwards, the teacher introduces the matching activity prepared in wordwall. (App. E) After students do the matching, the teacher asks them whether they had difficulty in matching the goals. Then, the teacher declares that they cannot	The students carefully listen to the teacher and do the matching activity to familiarize themselves with the United Nations 17 Sustainable Development Goals. Then, they share their results with the teacher. Afterwards, they answer the questions the teacher asks about two goals. They share their concerns and solutions freely.	T ↔ Ss (W)	The teacher aims to create an authentic discussion about the common problems of the world. The teacher aims to make students be familiar with the concept of sustainability/sustainable development and emphasize the importance of being a world citizen who cares about the environment. Furthermore, the teacher aims to make

		<p>go into much detail with 17 goals; therefore, they will dwell more on two of them. Then, the teacher shows pictures for these two goals and asks students' reflections on these pictures. Afterwards, the teacher asks, <i>"What can we do to overcome this problem? What should we have done in the past?"</i> The teacher engages in dialogue with students to teach the target structure implicitly.</p>			<p>students more engaged with these 17 goals via a matching activity because they will be asked to create a poster to raise awareness for the global issues in the following activity. Therefore, they will have a chance to go over these 17 goals before choosing one of them to prepare a poster dealing with this issue.</p>
--	--	--	--	--	--

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Creating <i>(Inside the Classroom)</i>	15'	<p>After speaking about five of these seventeen goals, the teacher reminds them of the reading practice called "Call For Participants." She says that they were looking for participants for the project, and as they accepted to be one of the participants, they are expected to design a poster about one of the goals of the United Nations. They are free to choose whichever goal they want to. They can add some photos/gifs/memes and write sentences/slogans by using modal verbs. After they finish</p>	<p>The students listen to the instructions of the teacher and create their own posters. Afterwards, they present their posters by explaining the rationale behind their choice and creation..</p>	<p>T ↔ Ss</p> <p>(I)</p> <p>Ss ↔ Ss</p>	<p>The teacher aims to make them more concentrated on the task by letting them create their own posters. The teacher provides this creative activity on modal verbs 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, and try to encourage them further to</p>

<p>Evaluating <i>(Inside the Classroom)</i></p>	<p>5'</p>	<p>designing their posters, they will present their posters and reflect their opinions about their posters. I will be asked to share the rationale behind their choice of that specific goal and the importance of the sentences/slogans they created for their posters.</p> <p>The students will be encouraged to give feedback to each other's posters so that they can learn from one another as well. Afterwards, they fill out the questionnaires by evaluating their learning experiences in the class session, which could be beneficial for reflective teaching. Lastly, they will have exit ticket activity to share their ideas about the lesson before leaving the class.</p>	<p>Students give feedback to each other's posters. Then, they evaluate the lesson, and the teacher. They leave the class after the exit ticket activity.</p>	<p>T ↔ Ss S ↔ S (I)</p>	<p>be more aware of the global issues.</p> <p>The teacher aims to enhance speaking skills of the students. Additionally, the teacher aims to help students improve their communication skills by allowing them to express their ideas in a friendly environment. Moreover, 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

Appendix A, B, C: <https://padlet.com/tugbademiray1/modals>

Appendix D:



PPTx: https://docs.google.com/presentation/d/10e3u9pMByNR1Qq_QpYDP_FZ_Hfsm27d9qfHF6UQoZaM/edit?usp=sharing

Appendix E: <https://wordwall.net/resource/17241417/17-goals>