

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:	Relative Clauses
Lesson Focus (Teaching Point):	Grammar
Materials and Texts Used:	Video prepared for pre-class Infographic Exercises prepared on H5p Instructions for In-class activity (gartic phone)
References:	Pre-class video Infographic Exercises and instructions prepared: https://julyaugust.h5p.com/content/1291323525933459057 (pre-class, Edpuzzle video) (at the end of the class) Padlet (before and during the class)

Audio-visual Aids and Tech Tools Used:	Zoom H5p Padlet Gartic phone
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 • Relative Clauses
Goal(s):	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Recognize the meaning of targeted grammatical structure (relative clause) in written and spoken form.

	<ul style="list-style-type: none"> Practice Relative Clause in a meaningful context (a historical story) with the help of the linguistic input given in the activities. Self-correct when using target grammatical structures. Understand and draw the sentences given in relative clause and form sentences by playing a game (gartic phone).
Objectives:	<p>By the end of the lesson,</p> <ol style="list-style-type: none"> The students will be able to identify the different types of the Relative Clauses. The students will be able to clarify the reasons for using which relative clauses pronoun is used in which cases. The students will be able to form various sentences with relative clauses while trying to guess the things that are in each others' mind. The students will be able to answer directed to them by using relative clauses according to the situations given by the teacher. The students will be able to form sentences by using relative clause pronouns and draw the pictures of the sentences which are formed by using relative clause pronouns. The students will be able to evaluate the lesson and the teachers on their performance during the class. The students will be able to utter the things they liked best with the exit ticket activity.
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.

	<ul style="list-style-type: none">- The teacher aims to enhance their creative thinking and writing skills by asking them to generate a story by using the target grammar points.- 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>	5'	<p>The teachers prepared an interactive video on Relative Clause and shared it with the students via padlet. Through this video, the students have a great opportunity to learn and review the functions of Relative Clauses. 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 the different types of Relative Clause pronouns.</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 Relative Clause.</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 relative clause pronouns are used. (App. B)</p> <p>Additionally, the teacher prepares a video of herself and her colleague talking about their memories to expose students to the real usage of relative clauses. In this way, the teacher finds a great opportunity to make the learners remember the usage of relative clause pronouns, which prepares them for the in-class activities. Furthermore, the teacher prepares an exercise on H5P. There is a story with gaps, and students are responsible from filling the gaps with relative clause pronouns. (App. C)</p>	<p>The students are required to understand the general use of Relative Clause within a meaningful and comprehensive infographic. Additionally, they are responsible from watching the video and practice the given topic by doing the assigned exercise.</p>	(I)	<p>The teacher aims to make them practice the basic forms and functions of the relevant topic. 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 prepared video for pre-class, 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</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</p>

		other students to inform their friend of today's theme and topic.			context, to motivate them to be engaged in the lesson.
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Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Analyzing <i>(Inside the Classroom)</i>	15'	The teacher introduces the first activity, which is a guessing game. Each student chooses a place, a year, a name(noun), a city. Then, the rest of the class asks questions with relative clause pronouns to guess the things that are in their friend's mind. At first, the teachers model the game, then, they ask the students to do the same. This activity continues until each item is guessed correctly.	The students carefully listen to the teacher and play the game initiated by the teacher, by using the target structure. They ask questions if they have any.	T ↔ Ss (W) (I)	The teacher aims to create an authentic and joyful activity to make sure students learn while having fun. The teacher seeks to engage the students in the class activities by creating a guessing game. Additionally, the teacher makes sure to provide feedback for students to comprehend the grammar points easily.
	10'	The teacher shows some pictures from different parts of the world, and asks students to comment on the pictures by forming sentences with the target structure (App. D) .	The students look at the pictures and form sentences with the target structure to explain their ideas about the given pictures.	T ↔ Ss (I)	The teacher aims to make a space for students to reveal their ideas about certain things/pictures by using the target grammar structure.

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Creating <i>(Inside the Classroom)</i>	15'	<p>The teacher introduces the last activity, which is a game (played in gartic phone website), which allows students to create sentences with relative clauses, and draw the pictures of the sentences that their friends drew. The teacher instructs students about how to play this game via jamboard (App. E). After giving the instructions, the teacher models how to play this game with her colleague. Then, the teacher starts the game, and always ready to help students when necessary.</p>	<p>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.</p>	<p>T ↔ Ss</p> <p>W</p> <p>(I)</p>	<p>The teacher aims to make the topic comprehended very well by desinging a language game. The teacher aims to teach the subject matter by playing such a fun game with the students. The teacher provides this creative activity on relative clause 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.</p>
Evaluating <i>(Inside the Classroom)</i>	5'	<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. F.) 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</p> <p>(I)</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>

Contingency Plan	(If any time left 5')	If time allows, the teacher dwells more on the last activity (gartic phone), which lets the students to form more sentences on the given structure.			
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APPENDICES

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

App. D: not ready yet (this activity might be skipped due to time limitations)

App. F.

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