

God, The great, is the first teacher

A daily lesson plan

Based on national lessonplan

Lesson : five

Grade: three of junior high school

School: Somayyeh School, Sepidan

Topic: "Media"

Teaching general objectives:

**To improve listening and speaking skills*

**Talking about media*

Session time: 30 minutes

Date: 09.12.1395

Prepared by: Ameneh Rafiei

God ,the great, is the first teacher
An English daily lesson plan based on national lesson plan
for Grade 3 in junior high school

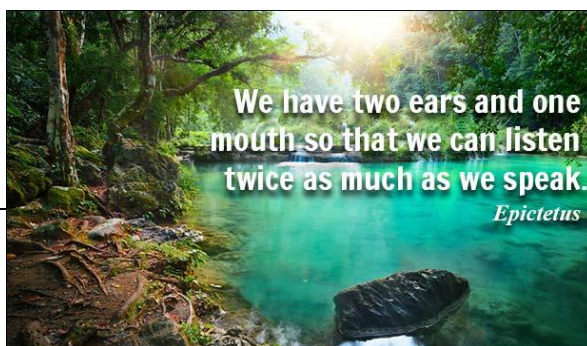
Table of contents	Details				
Identifications	Lesson : five class : grade 3 of junior high School Number of Students: 20 Topic : “Media ” Session time: 30 minutes Session number : 21 Date: feb. 27 th ,2017 Teacher’s Name : <i>Amene Rafiei</i>				
Sub-heading	Listening, Reading and Writing (pages90-91)				
Instructional Aims					
Principles (objectives)	At the end of this lesson , we expect the students:	Arenas			
		theism	self	Others	Nature
Activating mind	1. Consult with each other in their groups during teaching and give right answers. 2-Think well about the subject of pictures and listening files that they are encountered. 3-Make correct sentences and questions according to the pictures.(using simple past tense) 4. Listen to her/his partner questions carefully and give correct answers. 5.learn how to solve their problems like that in conversation b(watch cd at home!)		☆ ☆ ☆ ☆	☆ ☆ ☆	
Faith (belief)	1.Pay attention to the blessing sentence showed on the board. ("Oh God! My God! Show us the right way..." Amen and say the meaning. 2.Believe on using the media correctly.	☆ ☆	☆ ☆		

Knowledge	<p>1. Know the meaning of new words and sentences. (knowledge)</p> <p>2. Make questions and give answers about the pictures which are shown to them use simple past tense correctly.(usage)</p> <p>3. Listen to the texts carefully ,understand them and give right answers to the questions.(understanding)</p> <p>4. Produce a new conversation or monologue like listening part correctly. (production)</p>		<p>☆</p> <p>☆</p> <p>☆</p> <p>☆</p> <p>☆</p>	☆	
Practical activities	<p>. teamwork/individually:</p> <p>1. Provide some related pictures or power points for media</p> <p>2.provide hand-mades by using waste things.(pay attention to their environment)</p> <p>3.Be able to make similar audio files and present to her/his classmates</p>		<p>☆</p> <p>☆</p> <p>☆</p>	<p>☆</p> <p>☆</p> <p>☆</p>	☆
Morality	<p>1. Respect to her/his classmates' rights in group and class</p> <p>2.Follow the class rules</p> <p>3.Help his/her classmate with their problems to learn better.</p>		<p>☆</p> <p>☆</p> <p>☆</p>	<p>☆</p> <p>☆</p> <p>☆</p>	
Student's entrance behavior	<p>The students are expected to :</p> <p>1) Know the meaning of new words & collocations on p84-85</p> <p>2) Ask and answers with a friend.(use practice1&2 on page83)</p>				
Educational Media	Textbook , video projector , ,pictures(flash cards) ,power point , CD , computer, ...				
Techniques of teaching	Game , Questions and Answer , pair work , group work , repetition				
Class arrangement	<p>Based on the numbers of the students, they are grouped and each group has a <i>head</i>. (This person has been selected by a placement test) Each group head is given an evaluating list which should be marked by asking orally and giving exam from the others members . They sit in a “U” form in the class and they can consult with each other. As always the name of each group is selected according to the topics(this lesson is MEDIA)</p>				

Diagnostic Evaluation and review of previous lesson:	<p>The result of this evaluation determine the beginning point of teaching:</p> <p>a) pre-assessment:</p> <p>*Show some pictures and want them to say the related words(pics on photo dictionary)(+)</p> <p>*Make some well-formed sentences for the pictures given to the groups and use simple past tense(+)</p> <p>(If they have forgotten, it'll be reviewed.)</p> <p>*Ask some related questions. Such as:</p> <p>-What season are we in now?(+)</p> <p>-what season do you like?(+)</p> <p>What did you do in summer?(+)</p> <p>-what kind of films do you like?(+)</p> <p>.....</p> <p>b) evaluation of new lesson:</p> <p>**There are some questions on pages90-91 for each audio that the students should look and read them and try to answer correctly.(-)</p> <p>They'll try to answer.(-)</p> <p>Now the new lesson will be started.</p>	
Teacher's role & student's roles	<p>-Teacher is a facilitator in teaching-learning process</p> <p>-Students have the main role in this process and do whatever they are wanted to be done.</p>	
Encouragement ways	<p>During the teaching – learning process by:</p> <p>Oral encouragement, clapping, giving positive marks</p>	
Procedures and Activities for Teaching-Learning process		
Primary activities:	<p><i>1- Readiness and creating motivation:</i></p> <p>a. Warm up: greeting, calling the roll, arousing motivation among students, asking about students' absence, collecting their parents' evaluating forms(they should listen to audio files of lesson for 10 mins ,read on texts and sentences for their parents, do their homework and parents should report for teacher by filling a form)</p> <p>b. checking their homework</p> <p>b. Evaluating and Reviewing of previous learning</p> <p>c. Show the slide of this sentence :</p> <p>"Oh God!</p> <p>My God!</p> <p>Show us the right way..."</p> <p>Amen</p> <p>Ask them to say the meaning and show a slide of 6 ethics of life</p> <p>Explain and say the meaning too.</p>	Time
		<p>2</p> <p>4</p>

	<p>2- Introducing the new lesson</p> <p><u>Pre-listening:</u></p> <p>-Show the pictures related to the listening texts on the board.</p> <p>-Tell students to look at the pictures talk about them and predict how these pictures are related to the topic" media"</p>	
Presenting new lesson	<p>3-Presenting new lesson</p> <p><u>Listening :</u></p> <p><i>a) teaching listening parts through an interesting game(pages90-91) :</i></p> <p>*Each group should introduce one of their teammates to attend in the game.</p> <p><u>Unmusical chair</u></p> <p>Arrange chairs as if to play musical chairs. Students will walk around them, but in this case they won't be listening to a song. They will listen to a conversation.They open their books on pages 90 -91 and read the questions. Students walk around the chairs as teacher play the audio (If necessary play the audio, 2 or 3 times)and the student/s who hear the answers to the questions sit/s down. Pause the audio. Those who are seated answer the questions, and if it's correct they will remain seated. If several students sit down at the same time, that's fine, but ask them to whisper the answers in your ear to make sure they all heard the answers from the audio.</p> <p>The students who were left standing now walk around the chairs till they hear the answers. Go on asking questions and giving students the opportunity to secure a seat. The last student left standing, like the usual game of musical chairs is left out of the next round. A chair is removed from the circle and so it continues until you have one chair and two students competing to answer the questions.</p> <p>During the game, other students:</p> <ul style="list-style-type: none"> - Should listen to the audio files,too. - Make notes of what they hear. <p>(If the volunteers don't get the answers, they can share in their groups and find answers.)</p> <ul style="list-style-type: none"> -they listen to the audio file again and ask them to repeat each sentence chorally and individually. -In their groups, they report to one another and try to produce a conversation or text that is close in meaning to the original. Or reconstruct a summarized 	20

	<p>form of the original text.</p> <p>- A light music is played during their group work.</p> <p>It's convenient to have the script of the audios.</p> <p><u>Post-listening:</u> Ask students to share their experience of listening with teacher and the class. *How was the listening, difficult or easy? * Are they going to listen to conversations *like this in the future about "media"? *How do they want to solve their listening problems?</p> <p><i>Formative evaluation:</i> * Ask them to listen to the audios and answer the questions * Repeat each sentence after the characters.</p> <p><i>Informative evaluation:</i> * Show them some pictures want to ask and answer the question *Want them to produce the listening texts in their groups. *Ask some volunteers to read or express their summaries .</p>	
Summative evaluation and review:	<p>a. Show the pictures of the audios and want them talk about them</p> <p>b. show some slides of audios and ask some questions like: -what season it was? -what class did Behnam go? -What kinds of films were there in cinemas? -Did she watch both of the films in cinema? -What was her problem? -How did she solve her problem? And so on.</p> <p>d. Share in their groups again and try to give a summary of audios.</p>	2
Having the students some assignment in class for next session	<p><i>a) General assignment:</i> -Ask them to do Exercises on Pages 73-77 of their workbooks.</p> <p><i>b) Individual assignment:</i> -Ask them based on their abilities give a monologue about a media -Listen to the audio of lesson 5 at home and parents fill a form</p> <p><i>c) Grouping assignment:</i> - Each group should make 5 pictures or PowerPoints about 'media' ask questions and give answers about them . - They should make a new conversation used their real life and perform it next session.</p>	2



In His Name
An evaluating form for students

والدین گرامی،
لطفاً فرم زیر را در جهت ارزشیابی درس زبان انگلیسی فرزند خود نمره داده و به ارتقای سطح زبان انگلیسی ایشان ما را یاری نمایید.
با تشکر

Student's Name:

دبیر: خانم نروزی

Items	Bahman				Esfand			
	weeks				weeks			
	First	Second	Third	Forth	first	second	third	forth
Listening								
Speaking (role play & monologue)								
Reading								
Writing (doing homework and monologue text....)								
Behavior At home								

.....

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