**MDD 2, 3, 4: DESIGN FOR INSTRUCTION, LEARNING GOALS, ASSESSMENT**

**Lesson 1 Topic:**

**1.2 Lesson 1 Learning Goals:**

Students will be able to comprehend a narrative written text (comic) by developing reading skills, such as: prediction/previewing/scanning/etc-, about travelling.

* + 1. **Alignment of Learning Goals to School and National Curriculum:**

As the students work with the English workbook given by the Ministry of Education, the units of the level are aligned with the ones determined in the national curriculum for sixth grade.

As it is the beginning of the unit, the students began by checking the vocabulary they are going to use during the rest of the month. They practice the pronunciation of the words.

* + 1. **Justification:**

Starting the unit with checking the main vocab would allow the students to learn the necessary language and key words for developing the rest of the Unit. Additionally, the reading will set a clearer context about what the rest of the content is going to be about. By reading a comic, students might be more engaged since sometimes they seem exhausted for reading long texts.

 **1.3 Analysis of Pre-Assessment Data:**

In terms of skills, students are able to produce full simple sentences in written and orally. As some students have a higher level of English, they tend to work along with their classmates and help them. Hence, group or pair work would be a good idea.

Also, students’ behavior would allow me to prepare autonomous and long activities, since it would not be necessary for me to be constantly worrying about whether they are doing the activity or not.

 **1.4 Learning Resources:**

* Students’ workbook
* CD-ROM

 **1.5 Assessments**

* For the first activity (fill-in the blanks), I will make the students check their answers in groups.
* Secondly, as students will read out loud and act out the comic, I will focus on the pronunciation of the key words which are related to the content. After they finish, I will make them repeat and practice the pronunciation of some words.
* Finally, I will ask them about the means of transportation they use. I will focus on listening their pronunciation and provide them feedback immediately after each one of them speaks.

**1.5.1** Describe how you will promote your students´ reflection and self-assessment.

As I have previously observed in classes, students react positively when asking them about whether they are sure of their answers or not. Therefore, I will try to use that strategy in order to not give them the correct choice every time they make a mistake. When doing this, I have seen that they learn better and usually make notes of the mistakes they make.

**1.6 Motivation for learning:**

At the beginning of the lesson, as they will be returning from a break, I will ask them to stand up and play Simon says in order to somehow control their energy. For the rest of the activities, I will try to make them think about the means of transportation they usually use. As they like to participate and answer, I will constantly ask them about their opinion and choices, this way I can also make them practice some speaking.

For the reading activity, as it is a comic, I will ask them to act it out so they will understand better and practice their speaking.

**1.7 Activities:** Include descriptions of the activities you plan to use in the lesson. Your activities should be designed to support your learning goals and should be clearly described and carefully sequenced. Actively engaging students in learning also gives you an opportunity to assess their understanding. Make sure you take advantage of this opportunity by coordinating your activities with your assessment plan.

* + 1. **What will students do?**
* Warm-up (5 minutes)
	+ Students and the teacher play Simon says.
* Pre-reading (15 minutes)
	+ Students look at a picture with people at an airport and make predictions about what they think the new unit is about.
	+ Students complete sentences with the correct mean of transportation.
	+ Students see the title and pictures of a comic and try to guess what is happening in the story.
* While-reading (15 minutes)
	+ Ss read the comic, acting out the characters. After finish reading, they check if their predictions were correct.
	+ Ss answer the questions related to the comic from the workbook.
* Post-reading (10 minutes)
	+ Ss talk about the means of transportation they use in their daily life, to go to school and to go on vacation.
		1. **What will you do to support students´ engagement with that activity?**

In order to keep them engaged to the task, I will constantly monitor their progress and provide them with the help they might need in order to finish each activity.

**Lesson 2 Topic:**

* 1. **Lesson 1 Learning Goals:**

By the end of the lesson, students will be able to talk about the means of transportation they use, describe them and talk about prices.

* + 1. **Alignment of Learning Goals to School and National Curriculum:**

The goal of this lesson relates to the national curricula in the aspect that it required by the Ministry that students not only develop receptive skills, but also they must practice their productive skills. Therefore, I planned the lesson focused on practicing their speaking abilities. Also, they will be applying the content learnt in the previous lessons and combining it to the new unit (Unit 4), which is part of Planes y Programas for sixth grade.

* 1. **Analysis of Pre-Assessment Data:**

As I have been able to observe, students are capable of creating a sentence orally. Additionally, they will be applying and repeating the question and answer patterns given by the teacher previously. So, I think they will be perfectly capable of carrying out this activity.

However, there are a few students who might need some support for daring to speak and talk to a classmate, because of their personalities.

* 1. **Learning Resources:**
* Students’ workbook
* Chart for ‘Find someone who’
	1. **Assessments**

For the first activity, I will simply check the students’ answer by asking them to read out loud their answers. However, for the activity ‘Find someone who’, I will be walking among the students as they are working. I will focus on the correct production of the questions and their pronunciation.

Once they finish and retell their classmates’ information, I will provide them with some general feedback about the key words and errors.

* + 1. **Describe how you will promote your students´ reflection and self-assessment.**

To promote my students’ reflection on what they are working on, I will try to link the content and activities to their own experiences. For instance, first I will introduce the questions about travelling and means of transportation by asking them about their own lives. Additionally, I like to ask them to pay attention to what their classmates are saying and try to correct each other and use those mistakes when they have to talk and perform.

**2.5 Motivation for learning:**

At the beginning of the class, I will ask them to play Pictionary, using the vocabulary learnt related to the means of transportation. For the main task, I will ask them to imagine they are going to make a trip outside the country and will give each one of them a different destination. I will let them walk around the classroom for talking to their classmates and share their information.

* 1. **Activities:**
		1. **What will students do?**
* Lead-in (8 minutes)
	+ Students play Pictionary with means of transport
* Pre-task (10 minutes)
	+ Ss associate the questions ‘How do I/you get to \_\_\_\_\_?’, ‘How much is the ticket?’ and ‘How long does it take?’ with the correct answer.
	+ Ss practice the sentences and the pronunciation.
* Task (15 minutes)
	+ Ss walk around the classroom asking their classmates information about their trips.
	+ Ss fill in the chart ‘Find someone who’
* Post Task (5 minutes)
	+ Ss retell their classmates’ information.
		1. **What will you do to support students**

In order to keep them engaged to the task, I will constantly monitor their progress and provide them with the help they might need in order to accomplish the goal of the class. Additionally, as I have seen that some students finish faster than their classmates, I will ask them to help their classmates so that I can also foster the collaborative work inside the class.