

It's time for literature

1. Preparing the Lesson Plan

<p>Brief description</p> <p><i>How would you summarize your lesson plan in a Tweet? In two or three lines briefly state the aim of the activity, the topics it covers, and the tools used.</i></p>	<p>Students choose a short story to read at an appropriate level (for foreign languages A1-C2, depending on the age group you teach) in any language. For English language learners, books can be downloaded on the website (approximately 2€ each book): https://www.oxfordlearnersbookshelf.com/home/main.html or borrowed from a library</p>
<p>Age group</p> <p><i>For which age group is the activity recommended? You can either narrow it down to a concrete age, or use the following categories: Preschool, Primary Education (6 to 12 years), Lower Secondary (12 to 16 years), and Upper Secondary (16 to 18/19 years)</i></p>	<p>Secondary school (15-18)</p>
<p>Learning space</p> <p><i>In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc. Does the space have any requirements or need any preparations? For instance, closing the curtains for a projection, or moving desks to free space, creating different workstations, etc.</i></p>	<p>The classroom and at home (homework)</p>
<p>Learning Objectives</p> <p><i>What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the knowledge learners would acquire, the skills they would gain, and the attitudes they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than four objectives.</i></p>	<ul style="list-style-type: none"> • Objective 1: <ul style="list-style-type: none"> ✓ students develop their reading skills • Objective 2: <ul style="list-style-type: none"> ✓ students develop their speaking skills • Objective 3: <ul style="list-style-type: none"> ✓ students develop research skills

	<ul style="list-style-type: none"> • Objective 4: <ul style="list-style-type: none"> ✓ students develop IT skills
<p>Materials</p> <p><i>Which materials are required to carry out your lesson plan? Please, keep in mind that the less materials and the more affordable they are, the easier will it be to replicate your lesson plan. You can also list optional materials that are not required to successfully complete the lesson plan, but that would add value to the lesson.</i></p>	<ul style="list-style-type: none"> ✓ e-books or print books ✓ internet connection ✓ tablet/computer/mobile phone ✓ projector

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

2. Developing the Lesson Plan

In order to replicate your lesson plan, other educators need to understand clearly each step of the process. Please, use clear language, add the necessary details, and ensure that a person who is not familiar with your teaching context and methods is able to replicate the lesson plan. We recommend dividing the lesson plan into steps, and to detail each step in one row of the table below. For instance, a simple lesson plan can be divided into an introduction, a game, and a debriefing discussion.

Method <i>Which type of facilitation method or activity do you use for this part? For instance, a discussion, a presentation, a role-play game, a collaboration game, a discussion, assessment such as quizzes etc.</i>	Details and description <i>Provide details of the content of this activity. Ensure that the lesson plan can be replicated by other educators by being detailed and using clear language. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what is the teacher doing, which instructions are the students given, what contents are being covered, etc.</i>	Time <i>Approximately, how long does this part of the lesson plan take?</i>
<p>Introduction</p> <ul style="list-style-type: none"> - A warm-up activity: discussion 	<ul style="list-style-type: none"> • Students are divided into groups of 4. They discuss the meaning of the quotation: 	5'

	<p>“The journey of a lifetime starts with the turning of a page.”, by Rachel Anders</p> <ul style="list-style-type: none"> • The teacher monitors the students and provides support where necessary. • When finished, a spokesperson of each group reports back to the class. 	2'
The main part of the lesson - presentations	<ul style="list-style-type: none"> • Students have a month to: <ul style="list-style-type: none"> ✓ read a short story and write a summary in their words using the tool: https://bookcreator.com/ ✓ create an advertisement for the book and record a video on https://info.flipgrid.com/ • Giving a presentation <ul style="list-style-type: none"> ✓ during the lesson students present in a panel discussion their book on Bookcreator.com and their video on Flipgrid.com. 	1 month 10 minutes per student
Conclusion	<ul style="list-style-type: none"> • The teacher creates a questionnaire before the lesson on https://www.mentimeter.com/ • Students vote for: <ul style="list-style-type: none"> ✓ the best digital book creation ✓ the best video <p>NB: students assess their peers based on a rubric created by the teacher.</p> • Reward ceremony – each student receives a diploma created by the teacher. 	10' 10'
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		
<ul style="list-style-type: none"> • This lesson plan can easily be adapted for a remote learning scenario, especially on Zoom.us or similar video conferencing platform. During the warm-up activity in the introduction, students can work in pairs in break-out rooms. 		



Other

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3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

<p>Follow material and/or homework <i>Help learners complete their learning process by suggestion materials the educator can suggest them to read or work on. This can be readings, exercises, websites, a more challenging level of the activity carried out in the lesson plan, etc. If you share any external resources, ensure you have the rights to share those resources.</i></p>	<ul style="list-style-type: none"> Students read their peers' digital books and watch their videos and give written feedback (each student gives feedback to one pupil).
<p>Evaluation <i>You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.</i></p>	<ul style="list-style-type: none"> Exit card: students evaluate the lesson by filling out an exit card (e.g. google form)

Other

Are there any comments or details you would like to add regarding this section, which would facilitate the replicability of the lesson plan? Write them below this text!

This lesson plan has been created primarily for language teachers. However, it could easily be tweaked for any other subject, at least in terms of the IT tools used.



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