

Unit 2 > Session 4

This session aims to:

- develop an understanding of aims and rationale (Outcome 2)
- develop awareness of how different activities achieve aims (Outcome 2)
- introduce the basic elements of lesson planning (Outcome 2)
- develop ability to stage learning activities (Outcome 2)

We suggest that you allocate 180 minutes for the session.

Focus A Aims, rationale and activities

Aims:	To develop an understanding of aims and rationale To develop awareness of how different activities achieve aims To practise writing lesson and tutoring aims
Time needed:	45 minutes
Materials:	Handout 1 Resource 1
Preparation:	Cut up the aims, rationale, activities cards from Resource 1
Notes:	Some trainees may want to discuss the differences between 'aims' and 'objectives'. Delay any discussion of this distinction until the end of the session.

Task 1 Identifying aims, rationale and activities

Stage 1

On the board, write:

Aims *Rationale* *Activities*

Ask the trainees to decide in pairs how they would define these terms in relation to lesson planning. Clarify the terms during feedback.

Potential feedback

Aims — what the tutor wants the learners to be able to do/have achieved by the end of the lesson or series of lessons

Rationale — why the tutor has chosen a particular aim, theme or activity

Activities — the tasks that tutors and learners engage in to build towards meeting the aim

Stage 2

Tell the trainees you are going to provide cards containing the aims, rationale and activities from four lessons. Working in small groups, they should first divide them into three groups (aims, rationale and activities). They should then sort them into sets of four with each set containing a matching aim, rationale and two activities for each lesson. Distribute cut-up cards from [Resource 1](#). Once the task has been completed, provide feedback. The cards are in the correct order in the resource.

Task 2 Describing aims

Stage 1

On the board write:

- 1 To give up smoking
- 2 To learn to play *Stairway to Heaven* on the ukulele
- 3 To introduce the meaning and form of the present perfect
- 4 To focus on stress more in pronunciation activities

Ask the trainees in what way each of these aims are different and elicit what kind of aims they are.

Answers

- | | |
|---|------------------------|
| 1 To give up smoking | Personal (P) |
| 2 To learn to play <i>Stairway to Heaven</i> on the ukulele | Personal learning (PL) |
| 3 To introduce the meaning and form of the present perfect | Lesson (L) |
| 4 To focus on stress more in pronunciation activities | Personal tutoring (PT) |

Stage 2

Ask for some more suggestions for each category. Concentrate on lesson and personal tutoring aims. Provide [Handout 1](#). Tell the trainees to look at Part 1 and to decide if the aims are lesson aims or personal tutoring aims.

Answers

- To sit down more **PT**
- To introduce the question form of the present simple for describing everyday activities **L**
- To provide a lead-in to the subject of health **L**
- To have a clear, organised board **PT**
- To use visuals more to elicit vocabulary **PT**
- To elicit work-related vocabulary using visuals **L**

Stage 3

Tell the trainees to look at Part 2 and to decide why the aims are not well stated. Elicit that they are too general and do not have enough focus. Also, it would be quite hard to tell if they have been met. Ask the trainees to try to improve the aims.

Potential feedback

- 1 To improve my highlighting of grammatical form by using PowerPoint presentations.
- 2 To introduce and practise 'll + infinitive for spontaneous decisions.
- 3 To improve my instructions by demonstrating activities with a learner first. (NB opportunity to use 'stronger' learners).
- 4 To give practice in listening for detail by listening to an interview with a witness to an accident.

Stage 4

Refer back to the personal tutoring aim and personal learning aim you provided in Stage 1. Tell the trainees two of your own personal tutoring or personal learning aims (ie something you want to learn to do better as a teacher/tutor and something you want to accomplish in your private life). Ask them to write two of their own and compare with a colleague. They should discuss them in general and also assess how well-worded they are. Feedback should be fairly short, focusing on the content of their aims and why they chose them.

Alternatively, if the trainees have started tutoring and have already created a lesson plan, they could spend time improving the clarity of the aims that they have written.

Focus B Lesson planning

Aims:

- To raise awareness of lesson planning elements
- To introduce a basic lesson planning format
- To develop lesson planning skills

Time needed: 75 minutes

Materials:

- [Handout 2](#)
- [Resources 2 and 3](#)
- Copies of Session plan pro forma from Session 1, Resource 4
- DVD — Planning and delivery — Anne Collard and Louie Larkin interview

Preparation:

- Write the quotes you have selected from Resource 2 on A4 paper
- Cut up and make sets of Resource 3
- Increase the size of session plan pro forma to A3
- Preview the DVD clip

Notes:

- The practitioners in the interview are also seen delivering ESOL in Session 3
- The quotes in Resource 2 are suggestions only. You could adapt by collating quotes from colleagues on their views on lesson planning.

Task 1 Lesson plan elements

Stage 1

Put the quotes about planning from [Resource 2](#) on the walls. Tell the trainees they have two minutes to walk around the class, read the quotes and then stand beside the one that they like the most. They should chat with other trainees about why they chose that quote. Tell the trainees to now stand beside a quote that they don't agree with or which does not represent their own views.

Once the trainees have sat down again, have a short discussion on your and the group's attitudes towards lesson planning.

Potential feedback

- The less experienced you are, the more detailed the plan probably needs to be
- The process of creating a plan provides time to think and prepare
- While a plan provides a useful guide, there needs to be flexibility. You don't need to follow it slavishly
- The amount of planning required will depend on factors such as familiarity with the learner(s), tutor experience, type of lesson

Stage 2

Ask the trainees to think about the preparation and planning you had to go through for today's session. Write *Planning and Preparation* on the board and invite the trainees to come up and write anything that they think would need to be considered.

Potential feedback (some ideas)

Rooms, equipment, materials (cutting things up), range of activities, time, space, groupings, balance of skills, level of challenge, interest, potential problems and solutions

In groups, the trainees should now discuss what they think the contents of a lesson plan should be. If the trainees are already familiar with lesson plans, they could discuss how lesson plans can be laid out.

Stage 3

Distribute copies of the A3 session plan pro forma and let the trainees compare it with their ideas. Tell the trainees that while the pro-forma layout is only a suggestion (in terms of assessment for the Unit) the contents are not. They can, therefore, make their own version of a lesson plan as long as all the contents are included.

The trainees should remain in small groups. Distribute the cards from [Resource 3](#) and tell them to match each card to the appropriate section of the session plan. One trainee from each group should then move to another group to compare their answer with others. Any group feedback will be short.

Task 2 Lesson planning advice

Stage 1

Distribute [Handout 2](#). In groups, the trainees should have a brief discussion of the 'Hints and Tips'. Ask them if there is anything they would add.

Stage 2



Tell the trainees they are going to watch a clip of a tutor and her volunteer talking about planning (these practitioners are also seen delivering ESOL in other sessions). They should watch the DVD and tick the items from the hints and tips list that they mention. Also, they should make a note of anything else interesting that the two tutors discuss. Play the DVD.

Potential feedback

- Have a syllabus, but don't expect to complete it
- Plan more than you think you will need
- Be flexible
- Consider the learner(s) and the learning situation
- Informal learning can be extremely valuable
- What appears as a modest goal may be appropriate and challenging for the learners

Stage 3

Let the trainees discuss anything else that they picked up from the interview. The trainees might like to focus on the differences in how the group tutor and the volunteer tutor deal with planning. At this point you could hold a brief whole-group discussion on any planning issues that the trainees have encountered in their own tutoring contexts.

Focus C Lesson staging

Aims:

- To raise awareness of the rationale of different stages of a lesson
- To develop skills in effective lesson staging
- To consider staging when working with an ESOL literacies learner

Time needed: 60 mins

Materials:

- [Handout 3](#)
- [Resource 4 and 5](#)
- Copies of session plan pro formas (1st section)
- DVD — Planning and delivery — 1 to 1 ESOL literacies session

Preparation:

- Photocopy and cut up Resource 4 (commentary cards) and Resource 5 (the session plan procedure sections only). It would be useful to make the sets of Resource 4 and 5 in different colours.
- Preview DVD
- Make copies of Resource 5 as a reference

Notes:

- If the trainees have not seen the *Multilevel Community lesson* on the DVD you may wish to adapt this material. However, the rationale and sequence of the lesson is still valid whether viewed or not.
- It would be useful for the trainees to have a copy of Resource 5 as a handout to help in creating future lesson plans and for the Review and Reflect activity on abbreviations.
- If the trainees are working with learners at this point of the course you may wish to omit the DVD section and let them work in groups to plan the staging of the next lessons they are delivering.

Task 1 Lesson stages and rationale

Stage 1

Provide the trainees with a blank opening section of the session plan pro forma used in Focus B. In groups the trainees should think of the community lesson they observed in Session 3. Ask them to decide what the tutor might have written in each of the sections. After about 5 minutes, take feedback. You could use [Resource 5](#) for this.

Potential feedback**Rationale**

- Learners need more practice in describing friends and family. Also, part of next assessment.

Aims

- To give practice in describing friends and family using present simple (third person 's')
- To introduce and give practice of third-person negative form (doesn't)
- To develop skills in writing a short paragraph about family/friends

Language covered

- Present simple, third person, positive and negative

Lexis

- town, country; go to work; office; play, badminton

Anticipated problems and planned solutions

- Some learners may not have brought pictures of friends/family. Give pictures of other group members to use

My personal aims for this lesson are to/not to

- Not let latecomers disrupt the lesson. Make them wait at the door until I am ready for them to come in. Give a firm but polite reminder of the '30 minutes' rule

Stage 2

Split the trainees into two groups. Give one group the commentary paragraphs ([Resource 4](#)) which refer to each stage of the lesson, and give the other group the procedure part of the plan ([Resource 5](#)) cut into stages. Each group should try to put the cards into the correct sequence to describe the lesson.

When complete, pair the trainees so that each pair has a set of procedure cards and a set of commentary cards. The trainee with the procedure cards should lay out his cards one at a time, and the trainee with the commentary cards should read out the matching commentary (a type of snap or matching activity). They should agree on the match before proceeding to the next card.

Stage 3

When the trainees have the cards matched and in the correct sequence tell them to think about how each part of the lesson contributed to the successful execution of the final activity (with the dice). At this point you could hold a group discussion on issues around staging. Provide copies of [Resource 5](#) as a reference. Here is a list of ideas to talk about:

Potential feedback

Staging

- Am I dealing with meaning before form?
- Have I dealt with pronunciation issues?
- Do I need to consider grouping and instructions?
- Does the language move from controlled to less controlled?
- Do the activities move from less to more challenging?
- Is there a good balance of activities and skills focus?
- Are the learners being taught something new in the lesson — or are we just going through a series of activities?
- Do the learners need any 'extra' language? 'Your turn', for example, in a game.
- Is it clear to the learners how the language can be used in real-life situations?

Task 2 Staging a literacy session



Stage 1

Tell the trainees that they are now going to watch a volunteer tutor working with one of the learners from the community group. On the board write the aim:

To read a short, familiar text

Tell the trainees that the text the tutor is going to be working with is entirely made up of sentences that were produced during the group lesson. The learner has very low literacy skills. Ask the trainees what they can remember about teaching beginning reading and the subskills involved (Session 8 in Unit 1).

In pairs or groups they should come up with a series of activities that could build towards the stated aim. The trainees can write their ideas on the board.

Stage 2

The trainees should now watch the DVD clip (1 to 1 ESOL literacies session), making notes on the activities that the tutor and learner work through and the sequence of these activities. Allow time for the trainees to discuss what they have written in pairs before conducting group feedback.

Potential feedback

In the session:

- Louie reviews some of the facts. There are pictures in the handout to help with this.
- She reads short parts of the text while the learner follows without saying anything. Louie and the learner then read short parts of the text together. They repeat this to the end of the text.
- They read the whole text together. This takes some time and is quite halting but Louie is patient and persistent. She gradually removes her support and lets the learner read herself, but she indicates where the full stops should be.
- She continually checks that the learner understands the text.
- She highlights a full stop and asks the learner to find the others.
- She asks the learner how many sentences there are.
- Learner reads again by herself. There is some confusion about saying 'stop' at full stops. Louie helps the learner and prompts her to read the text correctly. She constantly praises.
- Louie lays out the text in strips and the learner has to read the strips and put them into the correct order as Louie reads the text out loud.
- The learner is given the text again but without the full stops. Louie shows where the first full stop is and the learner has to decide where the others lie.

Stage 3

As a group, discuss how slowly Louie had to go and how much patience she had to show. Be positive about the suggestions that the trainees made even if the tutor did not use them and highlight that there are many activities that can achieve the same aim.

Review and reflect (10-15 minutes)

Abbreviations for lesson planning

Stage 1

Ask the trainees to look again at the Resource 5 lesson plan and pick out all the abbreviations that they can find. After a few minutes, invite one of the trainees to act as scribe and the others to call out those they have found and their meanings. Tell the trainees to also think of any other abbreviations they have met during the course which they might find in a lesson plan.

Stage 2

Discuss the usefulness of using abbreviations and acronyms when writing a lesson plan.

Potential feedback

- Using abbreviations saves time and space on the plan
- Abbreviations are a type of code that is shared amongst practitioners
- By becoming adept at using such a code, tutors are more likely to recognise these abbreviations in coursebooks, resources and ELT literature

After feedback, provide [Handout 3](#) (Review and reflect) for the trainees to use as a reference when planning lessons. They might also like to add new abbreviations that they come across during the rest of the course.

Session 4

Handouts and Resources

Task 2 Describing aims

Part 1

Mark the aims as L (lesson) or PT (personal tutoring).

- To sit down more
- To introduce the question form of the present simple for describing everyday activities
- To provide a lead-in to the subject of health
- To have a clear, organised board
- To use visuals more to elicit vocabulary
- To elicit work related vocabulary, using visuals

Part 2

Why are the following aims not very good?

- 1 To be a better tutor
- 2 To teach the future tenses
- 3 I want to give good instructions
- 4 To let the learners listen to the CD of a witness describing a crash

Rewrite each of the aims above to improve their clarity and make them more specific.

-
-
-
-

Write two personal learning (PL) or tutoring (PT) aims you have.
Show them to a partner and discuss.

1

2

Task 2 Lesson planning advice



Before viewing

Add more advice to the following 'Hints and tips' for lesson planning.

- Have a syllabus, but don't expect to complete it
- Plan more than you think you will need
- Give sections of your plan headings
- Give yourself lots of space on the page
- Make a list of material you will need
- Use abbreviations
- Be flexible

While viewing

- Tick the pieces of advice above that the tutors mention in the interview
- Make notes on anything else interesting that they say

Review and reflect

Abbreviations for lesson planning

Here are some of the abbreviations you can use in your lesson plans.

Add to the table during the course.

People			
L /Ls	learner /learners	T	tutor/teacher
Interactions/groupings			
L- L	learner to learner	T- L	tutor to learner
Ls- Ls	learners working together	T- Ls	tutor to learners
PW	pairwork	GW	groupwork
Equipment, teaching aids and materials			
WB	whiteboard	IW	interactive whiteboard
CB	coursebook	Pics	pictures
HO	handout	WB	workbook
OHP	overhead projector	OHT	overhead transparency
Technology			
CD	compact disc	DVD	digital video disc
PPP/PPT	powerpoint presentation	VLE	virtual learning environment
Languages			
L1	(the learner's) first language	L2	the language being learnt
TL	target language	FL	foreign language
Other			
HW	homework	TTT	tutor/teacher talking time
+ve	positive	-ve	negative
f/b	feedback	CCQs	concept (checking) questions

Task 1 Identifying aims, rationale and activities

Aim

To provide practice in completing forms accurately.

To introduce the basic layout of a letter

To provide free speaking practice (culture and diversity context).

To introduce/review health vocabulary.

Rationale

The learners have trouble filling in forms.

The learners need to write notes and letters to their children's school.

Diwali is approaching.

The learners need to explain symptoms at the doctor's.

Activity

Learners practise formation of capital letters and writing street and city names.

Learners listen to a short conversation and choose which form has been completed correctly.

The learners match sections of a letter (address, salutation, signature etc) to a blank letter template.

Learners have a group discussion on problems children can experience at school.

The class discuss religious festivals around the world.

Learners read a short text on the celebration of Easter in Poland.

Learners match pictures of sick people with the appropriate vocabulary.

The tutor drills the pronunciation of several illnesses eg headache.

Task 1 Lesson plan elements (quotes)

We always plan too much and always think too little. Joseph A Schumpeter (economist)

For new teachers the lesson plan is an essential lifeline without which they are likely to feel adrift

Philida Schellekens (ESOL writer and researcher)

If you are prepared, you will be confident, and will do the job.

Tom Landry (American football player and coach)

If you don't like how things are, change it! You're not a tree.

Jim Rohn (businessman, author and philosopher)

First you write down your goal; your second job is to break down your goal into a series of steps, beginning with steps which are absurdly easy.

Fitzhugh Dodson (clinical psychologist)

It is a bad plan that admits of no modification.

Publilius Syrus (Roman writer)

Organizing is what you do before you do something, so that when you do it, it is not all mixed up.

A. A. Milne (writer)

How do you give God a laugh? Tell Him your plans. Anon

Plans are nothing; planning is everything.

Dwight D. Eisenhower (US president)

When you're dying of thirst it's too late to think about digging a well. Japanese Proverb

Task 1 Lesson plan elements

90 mins	4 mins
Wk 2/less 4	17/09/2009
Access 3	Health
Learners are frustrated at their inability to communicate at the doctor's surgery.	To provide controlled practice of functional language for 'making an appointment.'
L-L	Backdown Pre-int, p.45 ex. 3
Montgomery Burns	6 (of 12)
Distribute copies of vocab matching activity.	PW — match pics with vocab
<ul style="list-style-type: none"> • 'I'd like to make an appointment.' • 'Sorry, there is nothing available on Tuesday morning.' 	<ul style="list-style-type: none"> • make/cancel an appointment • available
Some learners may want to move immediately to a 'talking with the doctor' lesson. Highlight importance of getting appointment convenient for the learner and, also, how this language can be used in lots of different situations.	To make sure that I get to the final activity and give it the time that it needs. Last week I spent too much time on vocab and didn't get to the final activity at all!

Task 1 Lesson stages and rationale

I wanted to establish the topic and the ideas we would be working with so they didn't get in the way of language work later on. Also, if we are going to ask our learners to talk about themselves we should be showing that we can do the same. Sometimes some of the learners are a bit late and I didn't want to dive straight in without giving a few minutes for everyone to turn up.

The learners worked with this language last week and I wanted to get an example of each sentence in a relatively relaxed way so that it would be easier for them to work with in the next stage.

Here I wanted to focus on getting the form of the sentences right. I wanted each learner to say at least one so I had to be sure to call on some of the less forward ones. Pronunciation is important and I integrated that here. I didn't want to overdo it though. There was quite a lot of control at this stage.

Part of good classroom management is separating out parts of a lesson so they don't interfere with each other. By getting this physical part of the activity done first, the learners were able to focus on my instructions. I was quite directive in telling people where to sit, etc.

Learners need examples of what they are to do rather than just instructions. The prompt sheet on the WB served as an aide memoir and I could highlight the he/she issue. Giving examples in front of the whole group lets some of the stronger learners 'show off' and gives the less strong learners an opportunity to see and hear what they have to do.

Although this activity might look quite free there was not a lot of scope for the learners to go beyond the language that had been introduced. I knew that most of them would forget to bring photos of their friends and family, but by using photos of other group members I was able to give everyone a personalised picture that they could talk about. I wanted to just monitor this activity and collect some errors in the target language that we could focus on in feedback. I did this most of the time, but got caught up in a couple of conversations — that's OK as long as I don't start to dominate.

I think it's important to discuss **what** learners said before **how well** they said it. This puts the focus on communication first and, I like to think, values what they are trying to say about a personal topic. I did want to work on a couple of errors, as they should be relatively familiar with the language by now.

Now I wanted to move into something new and that was the negative. The learners will have heard this lot but we haven't studied it in class together. Some of them are sure to know it so I wanted to get it from them rather than me just giving it to them. An important thing here is the shifting of the 's' onto the auxiliary. I don't want to overburden the learners so just kept working with the same context.

Again, I wanted to make sure that all the learners were clear on the instructions, so I made sure to go through this thoroughly in front of everyone. I'm not sure if they totally understood what to do when they rolled a six, but that's my fault!

This activity is a bit freer than the first group activity with the pictures. They have more choice of language (affirmative and negative) and the idea of the throwing a six was to let them say whatever they wanted. Most of the time, I just listened in and cleared up any problems.

Again, I wanted to focus on communication before language. When the learners came up with information I let that come out and be commented on before eliciting the correct form. I hope I praised them a lot at this stage, too.

Now it's time for those learners with literacy needs to go and work with Louie. We are going to be working on largely the same material, but my group will be able to produce a lot more and I am hoping most of them will get on to writing about one of their own friends or family. Louie will be working on basic reading skills.

Task 1 Lesson stages and rationale

Lesson Plan			
Name: Anne Collard	Date: 12/09/09	Session: 3	
No. of learners: 12	Level: Access 2/3	Time: 1pm–3pm	Topic: Describing friends and family
<p>Rationale: Learners need more practice in describing friends and family. Also, part of next assessment</p> <p>Aims:</p> <ul style="list-style-type: none"> • To review and give practice of descriptions of friends and family (3rd person 's') • To introduce and give practice of negative form (doesn't) • To develop skills in writing a short paragraph about family/friends <p>Language covered: Present simple, third person, affirmative and negative</p> <p>Lexis: Town, country, go to work, office, play, badminton</p> <p>Anticipated problems and planned solutions: Some Ls may not have brought pictures of friends/family. Give them pictures of other group members to use.</p> <p>My personal aims for this lesson are to/not to:</p> <ul style="list-style-type: none"> • Not let latecomers disrupt the lesson. • Make them wait at the door until I am ready for them to come in. • Give a firm but polite reminder of the '30 minutes' rule. 			



Time	Tutor activity	Learner activity	Interaction	Materials
5 mins	<p>Introduction</p> <p>Using visuals and questions, elicit facts about Gordon:</p> <ul style="list-style-type: none"> • engineer • works in an office • goes to work by bus • lives town • 2 kids (1b 1g) • dog 	<p>Ls respond to prompts to give information.</p> <p>NB Don't focus on gr. Just get the facts!</p>	T-Ls	Pics on A4 sheets (remember Blu-Tack!)
5 mins	<p>Elicit TL</p> <p>Using visuals, elicit from Ls sentence for each picture.</p> <ul style="list-style-type: none"> • He's an engineer • He works in an office • He goes to work by bus • He lives in a town • He's got two children • He's got a dog • Elicit correct form but don't highlight 	<p>Ls produce (orally) sentences for each picture. Allow Ls to come up with correct form.</p>	T-Ls	same

10 mins **Highlighting TL**

Repeat procedure for ‘Gordon’s Story’ with ‘Ian’s Story’ (peacocks!).

Elicit correct form from Ls. Each to produce at least one correct. Nominate Ls.

Drill 2/3 correct sentences. Use fingers to prompt full sentence.

Produce (at least) one correct example of the TL. Practice pron. In choral drill.

T–L (ind) visuals
T–Ls (drill)

2 mins **Regroup Ls**

Check who has brought photos.

Number Ls so that each group has at least one set of photos. Check Ls know numbers before telling them to move. Use gestures to demonstrate where to move.

NB While Ls are moving, put sentence prompt sheet on WB.

Listen and move position T–Ls

5 mins **Set up freer practice activity**

Using prompt sheet, check he/she — highlight on prompt sheet.

Elicit some examples for Ls’ photos.

Ls without family pics get pic of classmate.

Listen to instruction. Provide examples. T–Ls

12-15 mins	<p>Freer Practice</p> <p>T monitoring and helping</p>	<p>In groups Ls tell about their families. Listening Ls to ask for more information if they can.</p>	<p>Ls–Ls</p>	<p>Photos — L’s own and of group members.</p>
8 mins	<p>Feedback</p> <p>Give some feedback on what Ls talked about. First, focus on content not language.</p> <p>Next, ask Ls to correct mistakes collected by T.</p>	<p>Listen, guess, ask, etc.</p> <p>Correct mistakes.</p>	<p>T–Ls</p>	
5 mins	<p>Elicit and Highlight TL - doesn’t</p> <p>Elicit: ‘He plays badminton.’ (Gord)</p> <p>‘He doesn’t play badminton.’ (Ian)</p> <p>Highlight position of ‘s’.</p> <p>Elicit further examples — office, car, etc.</p> <p>Drill — individual and choral.</p>	<p>Ls provide example sentences and position of ‘s’. Provide further examples (from prompts).</p> <p>Practise pron. — drill</p>		<p>Badminton pic</p>
5 mins	<p>Set up controlled practice activity</p> <p>Elicit further ‘doesn’t’ examples.</p> <p>Using prompt sheets, number the verbs. Check Ls understand by example with one or two Ls.</p> <p>Give out dice. Check instruction with one L.</p>	<p>Listen and observe demo. Some take part in example with T.</p>	<p>T–Ls</p>	<p>Prompts (WB)</p> <p>Photos</p> <p>Dice</p>
5 mins	<p>Practice</p> <p>T monitors, helps and encourages.</p>	<p>L1 rolls dice and produces sentence. L2 and 3 listen. L2 rolls dice, etc.</p>	<p>L–L</p>	<p>Prompts (WB)</p> <p>Photos</p> <p>Dice</p>

2 mins Feedback

Take content based f/b from Ls. Some focus on accuracy but be communicative overall.

Provide some of the sentences T-Ls from other Ls.

2 mins Split group

- writing/literacies work
- most with T
- Lit with Louie

Main group — controlled practice — writing. Focus on accuracy.

Louie group — word recognition and full stops.
