

Test Lesson

Hemdat Hadarom College

Name: Keren Reuven

Topic: Freindship

Date: 10.05.10

LESSON PLAN

School: Amit High School

Teacher: Keren Reuven

1. Where in my lesson plan do I develop thinking skills?

1, 2, 3

Date: 10.5.10

Textbook: ~~English~~ Activity

2. What activities did I do in order to develop thinking skills?

Discussion and also expressing feelings, thoughts etc. by speaking and writing.

Class: 7th

Unit: --

Page(s): 16-17

No. Pupils: 25

Topic: Friendship

3. Why did I choose these activities and not others?

They give the pupils an opportunity to express themselves by speaking and writing. Therefore, they are practicing these skills.

AIMS: 1. Oral presentation. 2. Learning new words (vocabulary) 3. Developing thinking skills 4. Express opinions and thoughts through writing.

Time	Domains	Benchmark	Activities / Tasks	Enabling skills	Materials	Vocabulary	
12.40 - 12.50	Presentation	Produce a short piece of coherent speech that conveys personal	The teacher shows pictures of her best friend or friends. Then, she says why she like, her and why she is a	Describe and express thoughts through	pictures board	<u>Core</u>	<u>Expansion</u>

			<p>good friend Afterwards,</p> <p>she asks the pupils to answer these questions relating their own friends. (if there is time, the teacher asks if they think they are also a "good friend") 1</p>	speaking.			
12.50 - 13:00	Social Interaction	Ask and answer simple questions.	<p>Present the new vocab. of the song and the poem, by showing the flashcards and translate to Hebrew.</p>	<p>Speaking and using the new voca. ,</p> <p>translate the new voca.</p>	<p>flashcards</p> <p>board</p>	<p>alone</p> <p>a company</p> <p>jokes</p> <p>honey</p> <p>concerned</p> <p>glad</p> <p>remember</p> <p>count (on me)</p> <p>good</p> <p>times/ bad times</p> <p>on your side</p>	

Learning Objectives	Assessment	Content and the main ideas and supporting details in a text and use this knowledge as needed.	The teacher read to her pupils, the poem "There Are Days and There Are Days" by Beatrice Schenk de Regniers. The pupils need to mark the voca. words (while the teacher reads) Then, they do question no.1 (together, with the teacher) The pupils do the other two questions by themselves.2	Examine the new vocab	write the board
Information	Presentation	Produce a short piece of coherent writing and/or speech that conveys personal experiences.		Describe and explain personal thoughts. Apply the material and demonstrate events from their private life.	
	Appreciation of Language	Are aware that languages use different idiomatic expressions in order to convey the same idea			
	Appreciation of Literature and Culture	Relating personally to the theme			

13:00 - 13:20	Access to Information	Understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed.	The teacher and the pupils read the song "That's What friends Are For" (anonymous). While reading, the pupils mark the vocab. words. After each paragraph, the teacher stops and the pupils need to find the missing word.	Locate and recognize the new vocab. Choose the right word and apply the material.	worksheet board	
	Social Interaction	Ask and answer simple questions.				
	Appreciation of Literature and Culture	Recognizing literary techniques - rhyme				
13:20 - 13:25	Presentation	Produce a short piece of coherent speech that conveys personal experiences.	Summarizes the lesson (what we've learned today etc.) Ask the students if there can be a situation that a friendship can last forever. ³ If there is time, review the vocabulary.	Discuss (support or argue the issue)	board	

WG"H

Friendship

There Are Days and There Are Days/ Beatrice Schenk de Regniers

There are days I want to be
All alone
With only me
For company –
Me and my cat.
There are days like that.

And there are days
(many more)
I don't want to be alone
any more.
Then
It seems to me
Honey's honey-er,
Sun is sunnier
When
I am with a friend!

Questions:

1. What does the poet like more often – to be alone or to be with a friend?

2. Do you sometimes have days when you want to be alone? Why does it feel good to be alone sometimes?

3. When do you enjoy being with one friend? When do you prefer being with a group of friends?

4. Read the words of a song about friendship. Fill in the following words that are missing from the song.

friends / today/ close/ count/ say/ bad

That's What Friends Are For

And I never thought I had feel this way,
And as far as I am concerned
I am glad I got the chance to 1. _____
That I do believe I love you.

And if I should ever go away,
Well then 2. _____ your eyes and try
To feel the way we do 3. _____
And then if you can remember

Chorus

Keep smiling, keep shining,
Knowing you can always 4. _____ on me, for sure.
That is what 5. _____ are for.
For good times and 6. _____ times
I will be on your side forever more.
That is what friends are for.

Good Luck



WG"H

Comments:

[illegible]

בס"ד
תאריך:

טופס הערכה לשיעור מבחן באנגלית – שנה ג'
חמדת הדרום

שם התלמידה: _____
כיתה: _____
נושא השיעור: _____
ביה"ס: _____
המקצוע: _____

PART A: PEDAGOGY

- | | | | | | |
|---|---|---|---|---|---|
| 1. The objectives of the lesson and all instructions were clear to the learners | 1 | 2 | 3 | 4 | 5 |
| 2. The teacher used a variety of materials and activities | 1 | 2 | 3 | 4 | 5 |
| 3. Materials and learning activities were appropriate to the level of the class | 1 | 2 | 3 | 4 | 5 |
| 4. Lesson addressed diverse learning styles | 1 | 2 | 3 | 4 | 5 |
| 5. The teacher carried out comprehension checks | 1 | 2 | 3 | 4 | 5 |
| 6. All students were interested in the lesson and involved at some point | 1 | 2 | 3 | 4 | 5 |
| 7. Learners were required to do something (e.g. solve a problem, come to a conclusion, complete a task) | 1 | 2 | 3 | 4 | 5 |
| 8. Class atmosphere was positive | 1 | 2 | 3 | 4 | 5 |
| 9. The pacing of the lesson was appropriate | 1 | 2 | 3 | 4 | 5 |
| 10. There were no cultural misunderstandings | 1 | 2 | 3 | 4 | 5 |
| 11. The teacher did not talk too much | 1 | 2 | 3 | 4 | 5 |
| 12. Error correction and feedback was appropriate | 1 | 2 | 3 | 4 | 5 |
| 13. There was opportunity for controlled practice of specific language points | 1 | 2 | 3 | 4 | 5 |
| 14. Learners were required to cooperate and share information (i.e. there was an information gap component to the lesson) | 1 | 2 | 3 | 4 | 5 |
| 15. Students rehearsed, in class, skills they will need in real communicative situations outside class. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 16. The teacher was lively and enthusiastic | 1 | 2 | 3 | 4 | 5 |
| 17. General classroom management was good | 1 | 2 | 3 | 4 | 5 |
| 18. There was an evaluation component to the lesson which allowed learners to judge the degree to which they had succeeded or failed. | 1 | 2 | 3 | 4 | 5 |
| 19. Lesson plan is well-organized and includes all details | 1 | 2 | 3 | 4 | 5 |
| 20. Student reflection after the lesson demonstrated understanding and a willingness to learn from mistakes | 1 | 2 | 3 | 4 | 5 |

OVERALL GRADE FOR PART A: _____ (50% of overall grade)

PART B: PROFICIENCY

	Excellent	Competent	Adequate	Inadequate
	Up to 2 mistakes	3-4 mistakes	5-6 mistakes	7 and above
ORAL				
*Grammar (15 pts.)	(up to 15 pts.)	(up to 10 pts.)	(up to 5 pts.)	(0 pts.)
*Vocabulary (5 pts.)	(up to 5 pts.)	(up to 4 pts.)	(up to 3 pts.)	(0 pts.)
*Pronunciation (5 pts.)	(up to 5 pts.)	(up to 4 pts.)	(up to 3 pts.)	(0 pts.)
WRITTEN				
*Grammar (15 pts.)	(up to 15 pts.)	(up to 10 pts.)	(up to 5 pts.)	(0 pts.)
*Vocabulary (5 pts.)	(up to 5 pts.)	(up to 4 pts.)	(up to 3 pts.)	(0 pts.)
*Spelling & Punctuation (5 pts.)	(up to 5 pts.)	(up to 4 pts.)	(up to 3 pts.)	(0 pts.)

OVERALL PROFICIENCY GRADE (average of the above): _____
(50% of final grade)

FINAL GRADE: _____