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# ECOLE NORMALE SUPERIEURE DE KOUDOUGOU

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 **Année universitaire : 2019-2020**

**CAPES – OPTION ANGLAIS**

 **Fiche Pédagogique**

 **Pour la classe de 1re d**

 **OUEDRAOGO nandeba**

**Lesson Plan**

**Regional direction**: Centre-Ouest

**Provincial direction:** Sanguié

**School:** Lycée de Doudou

**School year**: 2019-2020

**Date:** Tuesday, June 30th 2020

**Level:** 1re D

**Size**: 57 **boys**: 49 **girls**: 08

**Presents**:

**Absentees**:

**Nature of the lesson**: reading-comprehension

**Title of the lesson**: Cell Phones in the classroom

**Duration**: 55 minutes

**Lesson taught by**: OUEDRAOGO Nandeba

 **Aim**: to help students develop their reading skills.

**Objectives:** By the end of the lesson students will be able to:

-predict words and ideas likely to be found in the text;

-say whether statements related to the text are true or false, and justify;

-answer comprehension questions related to the text;

-discuss whether it is a good thing or not to admit cell phones during classes.

**Prerequisites**: the students have already been taught a vocabulary lesson related to mobile phone.

**Anticipated problems**: Students may have difficulties to understand some words in the text, they may also have difficulties during the post-reading activity to frame well their ideas.

**Anticipated solutions**: The teacher will explain or give the meaning of some difficult words at the bottom of the text and help them with words and expressions to reframe their ideas during the post-reading activity.

**Teaching materials**: Text papers, board, duster, chalk, and handout.

**Unfolding of the lesson**

**Warm-up (3mns)**: (greeting + date writing + riddle + the day’s lesson announcement)

-Greeting (1mn)

 The teacher enters the class, greets the students.

**Teacher**: Good morning class!

**Students**: Good morning sir!

**Teacher**: How are you today?

**Students**:I am fine, thank you and you?

**Teacher**: I am also fine; thank you. Sit down please!

**Students**: Thank you sir!

**Teacher**: You are welcome!

-Date writing (1mn)

(The teacher now chooses one first volunteer to tell the date. If it is not correct, he chooses another volunteer and tells the former to pay much care. A second one is chosen to write it on the board.)

**Teacher**: What is the date today?

**Student 1**: The date today is:

**Teacher**: Is it correct?

**Students**: Yes, sir!

 **Teacher**: Very good! Now, a volunteer to write it on the board.

A volunteer pupil goes and writes the date on the board. If it is correct, the teacher praises him/her and moves on.

**Lead-in**: Riddle (1mn)

**Teacher**: Listen very carefully to this riddle, and guess what it is about.

 I am a device;

 I function with a battery supply;

 People can carry in a pockets;

 People mostly use me to call and text each other.

 Who am I?

The teacher than listens to the students’ guesses. He praises the right guess, then he announces the lesson.

**Lesson announcement**

**Teacher**: Today we are going to have a reading-comprehension lesson. And the text that we will study is entitled: “Cell phones in the Classroom”

(The teacher writes the title of the text on the board along with its announcement.)

**Stage 1: Pre-reading (10mn)**

**Step 1:** *Predictions* (2mn)

***Instruction***: From the title on the board, which words or ideas might we find in the text?

(The teacher reports the students’ predictions on the board.)

**Step 2**: *Guiding question* (1mn)

*What is the consequence of cheating in class?*

**Step 3**: *Text distribution and silent reading*. (7mn)

The teacher distributes the text and invites the students to read it silently.

**Teacher**: Read the text silently, check if you have made good predictions and the same time find a correct answer for the guiding question.

**Text**: **Cell Phones in the Classroom**

These days, more and more students are bringing cell phones to class. Even elementary school-aged students have cell phones in their pockets and backpacks. However, the news of Ontario’s decision to ***ban*** cell phones in classrooms opens again the debate about whether or not students should have cell phones in school. It also brings up the question of whether it is possible for technology to exist in the classroom as a learning ***tool*** - rather than simply a distraction. […]

By banning cell phones, Ontario’s Education ministry hopes to remove distractions so students can focus on acquiring foundational learning skills they need, including reading, writing and math. The decision and renewed debate has many teachers and parents left wondering: can cell phones ever really benefit students in class, or are they best left ***tucked*** ***away***? […]

If properly managed, cell phones can be used as tools to help children learn in the classroom. They give students access to tools and apps that can help them complete and stay on top of their class work. These tools can also teach students to develop better study habits, like time management and organization skills.

Teachers can take advantage of cell phones by providing students with resources to find more information about a topic. This can include videos, news stories, online discussion groups, and more. Allowing students to access these resources in class can help encourage participation and discussions. […]

While cell phones can be used as learning tools, it is a challenge to make sure students are using them for school-related tasks. A cell phone can easily turn from “classroom learning tool” into “classroom disruption”. When students use their cell phones to check social media and text their friends in class, it leads to distractions for those students as well as for their ***peers***. This can cause disruptions in class, particularly if the teacher is constantly telling students to ***turn*** their devices ***off***.

Cell phones can be a helpful learning tool in class. But they can also be used by students to access information while taking a test, leading to cheating. Even if a student isn’t caught, this can lead to him or her having a poor understanding of the material in the future, and is unfair to students who studied hard to do well. […]

Adapted from *How To Study Without Being Distracted?*

**Vocabulary**

**To ban**: bannir

**Tool**: outil

**To tuck away**: ranger

**Peer**: comrade

**To turn off**: éteindre

**Stage 2: While-reading (19mn)**

**Step 1**: *Checking the predictions* (1mn)

When the allotted time for the silent reading is over, the teacher checks the students’ predictions to know if they are correct or not. He considers the first word they have predicted and asks:

**Teacher**: did you come across this word during your reading?

If yes, the teacher congratulates them for their finding. If no, he crosses it and moves to the next word.

**Step 2**: *Answering the guiding question*. (2mn)

***Expected answer***: Cheating in class leads the student to have a poor understanding of the material in the future.

**Step 3**: *Oral activity* (5mn)

*Instruction*: Listen very carefully and say whether the following statements are true or false. You will justify your answers by indicating the line.

The teacher will have to assess the students’ answers with their mates after each statement. (when a student gives his/her answer, the teacher asks the others if it is correct. If it is not, other students can intervene.)

1. Nowadays, even little children have cell phones. (1mn)
2. Ontario has decided to allow cell phones in class. (1mn)
3. Cell phones can help students if they are well used. (1mn)
4. Videos can motivate students during classes. (1mn)

***Expected answers***

1. True; (line 1 to 2)
2. False; line (2 to 3)
3. True; (line 10 to 11)
4. True; (line 16 to 18)

**Step 4**: *Written and individual activity* (10mn)

The teacher distributes sheets of paper on which are questions to the students and instructs:

***Instruction***: Answer the following questions according to the text. (5mn)

1. What is the hope of Ontario’s Education ministry, by banning cell phones in class?
2. What advantages are there to use cell phones in class? Give two!
3. What does bring about distraction, when cell phones are allowed in class?
4. When do we talk about cheating as far as the use of cell phones in class is concerned?

**Correction (5mn)**

Before correcting the exercise, the teacher instructs the pupils to exchange their exercise

books with their neighbours’.

He then selects a volunteer who reads first his/her answer. The teacher asks the class if the student’s answer is correct. If so it is, then the student can report it on the board.

(The same procedure is applied to all the left exercises.)

***Expected answers***:

1. The hope of Ontario’s Education ministry by banning cell phones in class is to have students focus on acquiring foundational learning skills they need.
2. Cell phones help students complete and stay on top of their class work, they also teach students to develop better study habits.
3. When students use their cell phones to check social media and text their friends in class, it brings about distraction.
4. Cheating with cell phones is when students use them to access information while taking a test.

***Evaluation***: The teacher now, evaluates the students’ performance to see if they have understood well the text.

**Teacher**: The correction being finished; we are going to check if you have well understood the text. How many of you have got 5/5?

(The students raise their hands for the copybooks they have corrected, the teacher counts them and praises the owners of the copybooks.)

The same procedure is applied to all the students except those who got bellow 3/5. The teacher motivates these last ones and invites them to do better next time.

**Stage 3: Post-reading (23mn)**

**Step 1**: *Per table work* (10mn)

***Instruction***: With your neighbour of the same table, give three arguments to justify your answer to this question.

Is it a good thing to admit cell phones during classes?

**Step 2**: *Feedback and adjustments* (6mn)

The teacher listens to some groups findings. He helps them frame well their ideas, corrects mistakes. He selects the group which gave the best proposals to report them on the board. However, he praises the other groups.

**Step 3**: *Note taking and administrative duties filling*. (6mn)

**Teacher**: You can take down notes. Write the date, then write “reading-comprehension” followed by the title of the text. Take down the discussion question and the correction.

**Step 4**: *Follow-up* (1mn)

***Instruction***: Use the three arguments found to write a paragraph of 10 lines.

After the follow-up, the teacher invites the students to recap the day’s lesson before saying a word to close the class.

**Step 5:** *Closing*

The teacher thanks the students for their attentiveness and reminds them to do the follow-up for the next time.