LESSON PLAN

Name: Gülbin ÖZDEMİR ALTIGÖZ   **Lesson Time/Date/Length:** 70 minutes (with a ten-minute break)

Grade/Age: 8th graders (13-14 years old)   **Language Level:** Elementary

Overall Objectives: By the end of the lesson the students will be able to:
- develop their oral and written communication skills,
- read and understand the overall meaning of a simple text,
- find out about the specific information in a simple text,
- ask and answer comprehension questions and exchange ideas on a topic within a simple text,
- interact with their teacher and peers in the target language by using simple expressions,
- write about their own opinions and form a short paragraph related to the text.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Prepare (Review/Build interest)	5 min.	Whole class	The teacher summarizes the previous lesson in a very brief way and reminds the students of the strategies they would use as language learners in order to change their fixed mindset into growth mindset. Then, the teacher shows two posters that she had prepared. The background color of one poster is gray whereas the other one is colorful. The main intention here is to help the students visualize the 'fixed mindset' with gray color and 'growth mindset' with so many colors. On gray poster, there is a picture of a brain and there are some punctuation marks such as periods, question marks, exclamation points and emoticons such as angry and sad faces. On the colorful poster, there is a brain with many colors and emoticons such as happy and laughing faces. The teacher shows these two posters to the students and asks them to share their first impressions on the posters and explain which one they would find more appealing and why. Volunteer students share their thoughts and the teacher clarifies that gray poster symbolizes 'fixed mindset' and the colorful poster symbolizes 'growth mindset' as learners with fixed mindset have FEAR whereas learners with growth mindset have HOPE. *[The symbols on posters are used to concretize the abstract notions 'Fear' and 'Hope'.]*	-Posters that the teacher prepared	Students will remember: -What kind of statements a language learner with a fixed mindset and growth mindset would have, ***The students will be able to:*** -develop their conversational skills, -share their impressions and opinions while practicing the language, -interact with their peers by using short and simple structures and vocabulary.

Present **(Elicit; Lead students to discovery)**	**15 min.**	Whole class	From the *reference book* called 'Mindset: The New Psychology of Success' by Carol S. Dweck, Ph.D. "Chapter 8 – Changing Mindsets" *(pp.115 – 122)* will be read and discussed. The teacher reflects the summary on the screen and volunteer students read the summary aloud. ***[There would be a need for summary, simplification as the students' level of English is 'elementary'.]*** In the chapter, sample situations of certain people with fixed mindset and how they handle changing their mindset into growth mindset. How people would react towards the change, what sort of challenges they might encounter and what kind of strategies they can use to ease and overcome these challenges. The teacher asks the students to share their implications orally with their classmates. Then, the teacher provides the students with the main idea that can be inferred from the summary of the chapter.	-A Computer /Laptop -Website -Projector -Projection Screen	***Students will be able to:*** -formulate simple sentences and use simple expressions to express themselves in the target language -develop their reading and pronunciation skills by reading the text aloud -get the gist of a short, clear text about changing mindsets -exchange ideas about a simple text about changing mindsets
Practice **(Controlled; Meaningful language use)**	**10 min.**	Individual	After reading and discussing about the chapter in the book, the teacher wants the students to answer the comprehension questions. These questions are supposed to be answered according to the given information in the chapter. The questions are: 1. According to the chapter, how do the people with fixed mindset typically react to change? Do they accept the challenge immediately or resist? 2. Do they immediately change in a day or does it take time? 3. What is the most important strategy that those people should use while changing their mindset and why? Voluntary students answer the questions. The teacher gives feedback to the students for their correct or partly correct answers.	-A Computer/ Laptop -PowerPoint slide -Projector -Projection Screen	***Students will be able to:*** -answer the comprehension questions on a chapter of the reference book -analyze the given examples and express their reasons that they provide for their answers -search and find specific information in order to answer the comprehension questions -thin critically and express reasons for their opinions

Perform (Performance-based assessment)	10 min.	In groups	The teacher divides the class into two groups. She asks the students to find a unique metaphor to describe the tough path that people choose while changing their mindsets by drawing and then explain why they choose that metaphor to their classmates by filling out the form that is given to them. *[The teacher provide the students with sample metaphors like a climber climbing a high mountain, a little kid trying to learn how to ride a bike, a bird trying to make a nest, an old person trying to learn how to use a smart phone, etc.]* The form consists of three parts. Part A The students need to draw that metaphor and write the message that they would like to give by drawing. [They could even make up a story.] Part B Changing your mindset is like ………….. Part C Changing your mindset is like …… because …………………………. They discuss and work in groups. When the finish working on their forms, voluntary students from groups present the final draft of their work in front of the board. They might ask questions to the other members of the groups if there is enough time. The teacher listens to the presentations of the groups and summarizes all of the ideas.	-Sheets of paper (Forms) -Pencils -Crayons	***Students will be able to:*** -work cooperatively in groups and learn to contribute to the given task as an individual -complete a semi-structured form and write a short paragraph -give real world examples concerning changing the mindsets -find original metaphors and write their opinions in an organized way to present -interact with the teacher and their peers in the target language