

## Lesson Plan

### Integrating digital gamification in the classroom

<b>Title</b>	Learning about the Past Simple  Form & Use
<b>Subject and Theme</b>	Students will be able to learn about Past Simple Rules and apply them using online games
<b>Duration</b>	50' + 50'
<b>Age Range</b>	9th Grade
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ To learn past simple rules and uses</li> <li>✓ To narrate the events in the simple past simple tense</li> <li>✓ To practice and develop using online games</li> </ul>
<b>Devices</b>	Computer and projector
<b>Tech tools To Be Used</b>	<ul style="list-style-type: none"> <li>● Online Course book</li> <li>● Learning Apps</li> <li>● Wordwall</li> <li>● BadgeBuilder/Canva</li> </ul>
<b>Teaching Methods</b>	<ul style="list-style-type: none"> <li>● Question-answer method</li> <li>● Peer picks peer student participation</li> <li>● Playing games using the mobile phone</li> <li>● Pair/Team work</li> </ul>

## Learning Design

### Class 01

- Sts discuss the need for the past simple tense
- Sts study main rules and uses for the past simple using the online coursebook
- Sts solve complementary exercises on the ebook

During this class, students will work as a team, meaning that every student will have the opportunity to participate, peer picks peer

The students who show to be available to support/help others in need will receive the **Best Supporter** badge.

### Class 02

Now that in class one all students had a chance to learn and apply the past simple, a friendly competition will test their attention during class and their acquisitions.

#### Step 01

The students will recall orally, without any material open, the main rules for the Past Simple tense and the most common uses.

#### Step 02

[wordwall.net/resource/36300739](http://wordwall.net/resource/36300739)

Past Simple



The teacher will propose a game using **Wordwall**, about the contents studied the class before.

Students will access the game via a QRCode

Students will play the game in pairs, using their smartphones.

In the end of the game, the first pair to finish will receive the **GOLDEN Early Finishers** badge.

The pairs to finish in second place will receive the **SILVER Podium** badge  
And the pair finishing in the 3<sup>rd</sup> place will receive the **BRONZE Podium** Badge

### Step 03

MY SUMMER HOLIDAYS  
Learning apps



Students will play a second game, using Learning apps in which they will need to complete a short text by writing the missing verbs into the correct Past Simple form (affirmative/ negative/ interrogative)

Due to the degree of difficulty, students will be able to rewrite the wrong answers to correct them, however, time will be added to their participation.

In this phase, students will need to participate individually and tall students will receive a **Yes, I Can!** Participation badge.

<p><b>Work Process</b></p> <ul style="list-style-type: none"> <li>• <b>Discuss</b></li> <li>• <b>Study rules</b></li> <li>• <b>Learn uses</b></li> <li>• <b>Practice with online course book</b></li> <li>• <b>Consolidating with learning apps</b></li> <li>• <b>Training with wordwall</b></li> </ul>	<p>For assesment, the teacher is at the side during the whole work process, observing, taking notes and if needed answers the questions and offers clues to help students' reasoning.</p> <p>Teacher also use “BadgeBuilder/Canva” online tool to awards teams with badges after each work phase has been completed successfully.</p>
<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Students will acquire gain in a gamified way using various Web 2.0 tools.</li> <li>• Students will be able to apply different rules and structures of the Past Simple Tense in context.</li> <li>• Students will need to be able to work together, as a team during the first class but also in pairs and individually while playing the games</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Formative</b></li> <li>• <b>Rubrics</b></li> <li>• <b>Badges</b></li> </ul>	<p>In order to evaluate the students' work, the teacher primarily follows the tasks step by step and takes notes.</p> <p>If there is a student left behind during the tasks, another student must provide support.</p> <p>The teacher will provide the necessary motivational support during the process</p> <p>During class 01 the teacher will be able to follow/assess students performance while solving the ebook tasks</p> <p>During class 02 the teacher will be able to assess students both as a pair and individually, since the task only closes when all students are able to finish the tasks.</p>
<p><b>Teachers' Review</b></p> <p><b>-What worked well?</b>  <b>-What was ok but needs to be improved?</b>  <b>-What did not work well and needs to be changed?</b></p>	<p><b>Teachers' own self reflection of the overall activity work process.</b></p> <ul style="list-style-type: none"> <li>• Which day and what kind of activity were accomplished properly while using the ebook?</li> <li>• The teacher should complete in advance the preparations for the tasks.</li> <li>• The teacher will observe whose students were more savvy and those who showed more difficulties during each phase so that improvement could be made</li> <li>• The teacher may provide students a satisfaction form, after the whole sequence.</li> </ul>



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