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Lesson Plans Dynamics and Tembras of Amani Utupe – Students benefit from not pitched percussion instruments along with the selected song. Level: 2 to 12Find sound - Students will learn to identify the sounds of certain musical instruments. Level: K to 3Making Music - This PDF file will teach children how to create their own music. Level: PreschoolShake, the Shaker - pdf file for kids to learn how to make their own musical instrument using items found at home. Level: PreschoolDecorato drum - Children will have fun making their own drum. Level: Pre-school education tools - Introduce percussion measures and explore its properties. Level: K to 6Homemade Instruments - Offers several resources to teach children how to create their own musical instruments; are photo guides. The four main components of the lesson plan are setting goals, setting performance standards, providing ways to attract students' attention, and finding ways to deliver a lesson. Teachers should also focus on closing the lesson and encouraging pupils to participate in independent learning processes. Carefully consider several options when creating a lesson plan. Set a goal for the lesson Before writing a lesson plan, the teacher must set his/her goal. This means emphasising what the student should achieve by the end of the lesson. To set student standards, the Lesson Plan should specify the standards students should reach by the end of the lesson. Some schools set standards for their teachers. Finding ways to get students' attentionLesson's plans must identify ways a teacher can get students' attention. These may be statements or actions. Create ways to provide a lessonThe inhabitants of the law should find ways to present a lesson. such as presentations, videos, and activities. This must also include highlighted ways to test students' understanding of content. Complete the lessonAll lessons should include a final statement with goals and learning outcomes. At the moment, the teacher needs to reinforce what students need to learn. To promote self-training Learners can promote independent learning through classroom or homework activities. This should include feedback from students. The teacher's lesson plan consists of important sessions strategically designed to meet the needs of students. These plans are designed in such a way as not to inconvenience sessions, time, courses, etc. Here we have provided some plan templates that can help you prepare a teacher's lesson. 10+ Examples of teacher lesson plan in PDF format | DOC1. Teacher Lesson Plan SampleDetailsFile FormatSize: 31.1 KBDownloadIf you want to create a complete sample plan for sessions that you are going to perform then download this Teacher Lesson Plan sample template to get a structured form. template is in PDF format, so you can edit it in PDF Editor for your convenience.2. 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Volunteer Teacher Lesson Plan TemplateDetailsFile FormatSize: 1.8 MBDownloadDownload this volunteer teacher lessons plan template and prepare a guide for volunteer instructors. When you download this template, you will receive a comprehensive guide for teachers who are volunteers. You can go through the document and draw the necessary conclusion and advice that you want your volunteer teachers to have 10. Teacher Lesson Plan DOCDetailsFile FormatSize: 5.1 KBDownloadFor is a great weekly lesson plan, this teacher lesson plan DOC is the best template available. When you download this, you will face a wellprepared structure with a very basic but improvised structure. You'll be able to create a flawless lesson plan. There are not many details only the table is with many columns. You can change the labels and the contents of the template.11. Example of a lesson plan DOCDetailsFile FormatSize: 31.6 KBDownloadLesson Plan example DOC is for all those people who are very busy and don't have time to make a lesson plan structure. For the convenience of these customers, this ready-made template has been created. Download this without a doubt. We ensure the legibility and reliability of this template. Getting students to talk about the differences between past and present is a great way to get students using various tensions and cementing their understanding of the differences and time relationships between the past simple, present-perfect (continuous), and present-simple tense. This exercise is relatively easy for students to understand and helps get students to think in the right direction before starting a task. Objective: A chat lesson focusing on the use of simple, current and current simple tensions of the pastActivity: Drawing diagrams as a pair of conversationAlealations: an intermediate and advanced outline: give students the example on the board. Read examples of sentences that show the relationship between two circles (life then and life now). Ask students why you have used a variety of stressful things (i.e. the simple, present perfection (continuous) and present simple (continuous) of past perfection. All I have is for the students to draw two circles. Every circle should have me in the center with a universe of friends, hobbies, relationships and so on. One circle is drawn for the past and one drawn life now. Students break down into pairs and explain their diagrams to each other. Walk around the room and listen to the discussions, make notes on the most common mistakes. As a follow-up, go through the most common mistakes made by students to focus on the problems they still have with certain tensions (i.e. using the present's perfect rather than past simple definite past). Look at the two circles describing life then and life now. Read the following sentences how a person's life has changed. For example: I lived in New York in 1994. I married Barbaro for four years in 1994. Since then we have had our daughter Katherine. Katherine is three years old. Barbara and I have been for ten years. I used to play squash twice a week when I lived in New York. Now I play tennis twice a week. I've been playing tennis for over a year. My best friends were Marek and Franco in New York. Now my best friend corrado. I loved going to the New York Opera. Now, I like to go to museums around Tuscany. I worked for the New York Association of New Americans for two years in New York. Now I work at a British school. I've been working there for more than four years. Draw two of your circles. One describes life a few years ago and one describes life now. When you're done, find a partner and describe how your life has changed over the last few years. The transition between the present perfect and the past is one of the most complex aspects of English learners. There are several reasons for this: Students use language, such as German, French or Italian, which uses their past version of simple and present perfectly alternately. It is difficult for students to distinguish between specific past experiences (the simple past) and the overall experience (current perfect). Students speak a language in which strenuous consumption is much free, such as Japanese. This tutorial focuses on the switch, first narrowing the choices to the present perfect or past simple. It asks students first to ask questions about the overall experience with someday, and then to drill down on specifics with question marks such as where, when, why, and so on. Becoming more proficient in moving from present to perfect and past simple number 1 asks about experience #2 writing about experience in lower-intermediate start lessons, speaking about your experience in general. Be careful not to give any details about this experience. In other words, stick to the present is perfect. I think topics such as travel, education and hobbies work well. For example: I have been in many countries in my life. I traveled around Europe and visited France, Germany, Italy and Switzerland. I drove a lot in the United States, too. In fact, I drove through almost 45 states. Invite students to ask questions about the specifics of some of your adventures. You may need to model this. But students will hopefully be able to catch it quickly and stick past simple. Create a timeline on the board that shows the past to present some of your adventures. Place question marks above general statements, specific dates above specific statements. Pay attention to the difference between the two. You can use a tight charts on this site as well. Enter the question Do you ever ... common experience. Reviewing information questions in the past makes it easy to focus on a specific experience. Model multiple question and answer exchanges with students to go between have you ever... after the information questions when you ..., Where are you..., etc. when students complete use alone with partners or small groups. Moving around the classroom, listening to these conversations to help when needed. To continue, invite students to fill out the worksheet according to the following example. Move around the room to make sure that students are switching between the present perfect and simple past writing. Use now perfectly with Have you ever... ask your classmates questions. When your partner responds yes, the next steps on information issues in the past are simple. Example: Student 1: Have you ever been to China? Student 1: When are you there? Student 2: I went there in 2005. Student 1: Which cities did you visit? Student 2: I visited Beijing and Shanghai. buy a new cartwate of foreign countryplay football/soccer/tennis/golfwork in a big companyfly over oceaneat something that made you sickstudy foreign languagelose your money, wallet, or wallet snail tool Write a few sentences on each of these topics. First, start with a sentence using the current perfect one. Then write a sentence or two, giving specific information. For example: I learned three languages in my life. I studied German and Italian when I was in college. I also learned French when I visited the country's three-month French language program in 1998. Hobbies I learnedPlaces I visitedCrazy food I eatPeople I have metStupid things, I boughtSubjects I studied

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