

## Action Plan Template

### Stage 1 – Desired Results

#### Established Goals:

- Engage the students in a daily assembly (Star of the day) where the students can practice the four skills: speaking, listening, reading, writing and thinking.
- Make the students be the center of attention by asking them to constantly take part in every activity throughout the whole assembly.
- Improve the students' communicative skills in English, focusing on both oral and written language.
- Develop verbal and non-verbal communicative strategies in all students from ages 3-12.
- Promote students' positive thinking and help students to build confidence and self-esteem.

#### Understandings:

- English teachers must be aware of the importance of communication in the classroom, both oral and written.
- English teachers should be willing to make a change and implement a new plan.
- English teachers must encourage the students to use communicative strategies adapted to their ages, needs and abilities.
- Teachers and administrators in the school should accommodate the action plan in the school's policy.
- Parents must be informed about the action plan based on writing strategies.
- Students must know that there will be a main focus throughout the school year.

#### Essential Questions:

- WHAT: What can I do to help my students improve their communicative language?
- HOW: How am I going to put my idea into practice?
- WHO: Who will support me?
- WHEN: When can I put my plan into action?
- WHY: Why is this plan important?

## Stage 2 – Assessment Evidence

- Informal and formal journal entries.
- Observation.
- Video recording of students oral presentations (opening in September and closing in June, so the students can see their progress).
- KWL chart completed individually orally in Years 1 and 2 and using posted notes in Years 3, 4, 5, and 6 (K: what I know, W: what I want to learn, L: what I have learnt).
- Reading comprehension questions based on the texts we read together every day during the morning assembly: oral answers in Years 1 and 2 and written answers in Years 3, 4, 5 and 6.
- Spelling tests presented as interactive and dynamic competitions (5 words in Years 1 and 2 and 10 words in Years 3, 4, 5 and 6 every day).
- Writer of the week every Monday: individual written assignment every Friday as part of their homework assignments for the weekend.
- Weekly writing workshops to engage the students in collaborative written work:

**Years 1 and 2:** modelled and share writing activities.

**Years 3 and 4:** share writing, guided writing activities.

**Years 5 and 6:** independent writing, such as: compositions, poems, creative writing activities, letters, stories, descriptions...).

## Stage 3 – Action Plan

### Actions:

Daily assembly (Star of the day) where the students can practice the four skills: speaking, listening, reading and writing.

The “star of the day” is a student, who will be selected by the teacher thanks to his hard work, big effort and good behaviour.

She/ he will lead the assembly, with the help of both the teacher and the foreign language assistant.

The steps that I would like the students to follow are the following in every age group:

**YEAR 1 AND YEAR 2:**

The star of the day in Years 1 and 2 will ask the class the following questions/instructions:

- CALL OUT THE REGISTER:

*Good morning/afternoon...Miss/Sir  
He's/she's not in today.*

- SET THE DATE AND SPEAK ABOUT THE WEATHER USING THE CALENDAR:

*"What day is it today?" Today is...*

*"What's the weather like today?" Today it's...*

- WHAT DID YOU LEARN YESTERDAY?
- WHAT IS IT THAT YOU NEED HELP WITH?
- WHAT ARE YOU GOOD AT?
- HAVE YOU GOT SOMETHING SPECIAL TO TELL US?
- WHO HAS A COMPLIMENT FOR THE STAR OF THE DAY?
- GIVE OUT 5 STICKERS TO THE MOST SENSIBLE CHILDREN (ONE PER GROUP):

*I gave the first sticker to.....because he/she...  
I gave the second sticker to.....because he/she...  
I gave the third sticker to.....because he/she...  
I gave the fourth sticker to.....because he/she...  
I gave the last sticker to.....because he/she...*

- PICK THE BEST TEAMS TO SIT DOWN ON THE FLOOR

*" \_\_\_\_\_ Team, you can sit down on the floor."*

- LISTEN TO THE STAR OF THE DAY FROM YESTERDAY

*"Thank you for sharing!" "Thank you for listening."*

(The students will listen to the star of the day from the previous day. He/ she will speak about everything they have been doing with the class pet throughout the day (*i.e. I went to the park, I played with my dog, I did my homework...*). Next, the students will ask the "star of the day" four questions to find out more information about likes, dislikes, interests, hobbies, favourite games...).

- SIT BACK, RELAX AND ENJOY THE STORYTELLING
- ANSWER THE READING COMPREHENSION QUESTIONS ALL TOGETHER ORALLY AND THEN USING THE SMART BOARD TO WRITE SOME ANSWERS DOWN.
- GIVE OUT ONE STICKER TO THE PERSON WHO WAS TRYING THE HARDEST.
- TAKE THE BOOK AND THE PET TO YOUR HOUSE AND HAVE A GOOD TIME!

### YEAR 3 AND YEAR 4:

The star of the day in Years 3 and 4 will ask the class the following questions/instructions:

- CALL OUT THE REGISTER:

*Good morning/afternoon...Miss/Sir  
He's/she's not in today.*

- SET THE DATE AND SPEAK ABOUT THE WEATHER USING THE CALENDAR:

*"What day is it today?" Today is...*

*"What's the weather like today?" Today it's...*

- WHAT DID YOU LEARN YESTERDAY?
- WHAT IS IT THAT YOU NEED HELP WITH?
- HAVE YOU GOT SOMETHING SPECIAL TO TELL US?
- WHO HAS A COMPLIMENT FOR THE STAR OF THE DAY?
- GIVE OUT 5 STICKERS TO THE MOST SENSIBLE CHILDREN (ONE PER GROUP):

*I gave the first sticker to.....because he/she...  
I gave the second sticker to.....because he/she...  
I gave the third sticker to.....because he/she...  
I gave the fourth sticker to.....because he/she...  
I gave the last sticker to.....because he/she...*

- PICK THE BEST TEAMS TO SIT DOWN ON THE FLOOR

*" \_\_\_\_\_ Team, you can sit down on the floor."*

- LISTEN TO THE STAR OF THE DAY FROM YESTERDAY

*"Thank you for sharing!" "Thank you for listening."*

(The students will listen to the star of the day from the previous day. He/ she will read the short guided composition about the topics selected by the teacher (*i.e. my hobbies, my family, my school, my country...*). Next, the students will ask the “star of the day” four questions to find out more information about the topic the star has been writing about).

- READ THE TEXT FROM THE SMART BOARD WITH THE TEACHER’S HELP.
- ANSWER THE READING COMPREHENSION QUESTIONS ALL TOGETHER AND THEN INDIVIDUALLY ON A PIECE OF PAPER.
- GIVE OUT ONE STICKER TO THE PERSON WHO WAS TRYING THE HARDEST.
- TAKE THE BOOK AND THE PET TO YOUR HOUSE AND DO THE ASSIGNMENT PROPERLY.

### **YEAR 5 AND YEAR 6:**

The star of the day in Years 5 and 6 will ask the class the following questions/instructions:

- CALL OUT THE REGISTER:

*Good morning/afternoon...Miss/Sir  
He’s/she’s not in today.*

- SET THE DATE AND SPEAK ABOUT THE WEATHER USING THE CALENDAR:

*“What day is it today?” Today is...*

*“What’s the weather like today?” Today it’s...*

- WHAT DID YOU LEARN YESTERDAY?
- WHO HAS A COMPLIMENT FOR THE STAR OF THE DAY?
- GIVE OUT 5 STICKERS TO THE MOST SENSIBLE CHILDREN (ONE PER GROUP):

*I gave the first sticker to.....because he/she...  
I gave the second sticker to.....because he/she...  
I gave the third sticker to.....because he/she...  
I gave the fourth sticker to.....because he/she...  
I gave the last sticker to.....because he/she...*

- PICK THE BEST TEAMS TO SIT DOWN ON THE FLOOR

*“ \_\_\_\_\_ Team, you can sit down on the floor.”*

- LISTEN TO THE STAR OF THE DAY FROM YESTERDAY

*“Thank you for sharing!” “Thank you for listening.”*

(The students will listen to the star of the day from the previous day. He/ she will read the homework assignment, which is a composition based on the vocabulary and grammar structures according to their age group (*i.e. comparing cities, personal interviews, letters, holidays...*). Next, the students will ask the “star of the day” four questions to find out more information about the topic the star has been writing about).

- READ THE TEXT FROM THE SMART BOARD WITH THE TEACHER’S HELP.
- ANSWER THE READING COMPREHENSION QUESTIONS ALL TOGETHER AND THEN INDIVIDUALLY ON A PIECE OF PAPER.
- GIVE OUT ONE STICKER TO THE PERSON WHO WAS TRYING THE HARDEST.
- TAKE THE BOOK TO YOUR HOUSE AND DO THE ASSIGNMENT PROPERLY.

**To promote students’ positive thinking and help students to build confidence and self-esteem, I would praise and encourage the students at all times by:**

- **USING A BEHAVIOUR/EFFORT INDIVIDUAL CHARTS,**
- **GIVING OUT STICKERS FOR GREAT PERFORMANCES,**
- **USING POSITIVE WORDS TO MOTIVATE THE STUDENTS...**