Lesson Plan

Analyze learners	• Learner Characteristics: Students are preparatory year high school students with ages around 13-14.They are from diverse Turkish cultural backgrounds, and have around A1-A2 English proficiency levels with diverse learning styles. They require simple English usage to be able to understand; supported by guidance, visuals, and other possible helpful components. • Entry Competencies: Students can form basic sentences, recognize common vocabulary, and know subject pronouns. • Learning Styles: Mixed learning styles, primarily visual (visual aid to vocabulary and abstract contexts), auditory (guiding recordings, teacher assistance), and kinesthetic (gamified exercises, interactive activities).
State objectives	By the end of the lesson, students (Audience) will be able to form and understand sentences with simple present tense using the correct form of “do” auxillary in negative and question forms, as well as the “-s” suffix in proper context with at least 80% accuracy (Degree) by watching a flipped video and doing pre and in-class activities (Behavior) using YouTube and Wordwall. (Condition).
Select instructional methods, media, and materials	• Instructional Strategies: Flipped learning, individual learning, supplementary practice, deductive learning and interactive activities. • Technology Tools: smartboard, a flipped video created and distributed to the learners digitally by the teacher prior to the lesson. • Media and Materials: 5-minute video about simple present tense, and devices with technological devices, WordWall for the quiz and the in-class activity.
Utilize media and materials	• Teacher assigns the flipped video to learners a few days before the class. • Students watch the video at home and take notes on the usage of simple present tense, in which forms “do” auxillary is used, and in which context the “-s” suffix occur, as well as the suffix creating some irregularities. When they finish watching, they solve a 15-question multiple choice quiz prepared on WordWall • In class, the teacher talks about the video briefly and asks for some reflection before engaging with the in-class activity.
Require learner participation	• Engagement: A “jumbled words” activity is prepared by using WordWall. Learners interact with the smartboard one by one to complete the task. During this period, peers communicating with each other if they struggle is not prohibited. • Practice: Students complete the in-class activity and are asked to give feedback regarding the entirity of pre and in-class section both in the beginning and the end of the class.
Evaluate and revise	• Assessment of Learner Achievement: Evaluate the proper assessment of the topic and the percentage of learners who actively watched the video through the success rate of the initial quiz. Evaluate students' accuracy as they go through with the in-class activity. • Evaluation of Strategies & Technology: Observe if students collectively watched the video and solved the quiz provided before coming to the class. Observe if students are showing improvement

		with the current flow of the class and revise the pre-class activities if not. Revisions: If achievement is low, create a more comprehensive video to explain the content and prepare an in-class activity where peer cooperation is included. If achievement is high, more irregular forms with complex sentence structures can be utilized to practice the grammatical content further.