
	UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ Diretoria do Campus Curitiba Departamento Acadêmico de Línguas Estrangeiras Modernas Curso de Letras Inglês	
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LESSON PLAN #1

Grade: 2º E.M.

Duration of class: 45 minutes

1. Content: Activating awareness about students' own pronunciation in English using short passages from famous books.

2. Assumptions of Previous Knowledge: Students have the ability to read short passages in English.

3. Instructional Goals: To make students start to reflect about themselves as being English speakers and the usage of the language in their personal context.

4. Pedagogic/Digital Resources Needed: Pieces of paper with the passages for students to read and sheets of paper with questions for students to answer.

5. Class development:

Teacher's activity	Students' activity	Allotted time
T enters the classroom and greets SS while T prepares the pieces of paper for them to read.	SS greet the T.	5 minutes
T asks SS to get a piece of paper that T is going to put on the desk. T asks SS to read the passage that is on the paper carefully.	SS get the piece of paper on T's desk and read the passage on it carefully.	5 minutes

After SS finish reading the passages, T asks them to form duos and read their passages to each other. T is going to walk around the class to see how the activity goes.	SS form duos with their colleagues and proceed to read the passages to each other.	6 minutes
After walking around to check the duos, T asks if someone would like to volunteer to read their passage out loud for the rest of the class.	Some SS volunteer to read their passages for the group.	6 minutes
T thanks SS for the participation. T gives SS a sheet of paper for them to answer (anonymously if they prefer). (See Attachment).	SS get the sheet of paper and start answering the questions on it.	18 minutes
Five minutes before the class ends, T collects the sheets of paper back and explains that they are going to go back to it in the next class. T says goodbye to everyone.	SS finish answering the questions and give the paper back to the T. SS say goodbye to the T.	5 minutes

T= teacher / SS= students

6. Final observations (possible problems and how to overcome them):

- If no student volunteers to read their passage: There is no problem. The teacher could explain that they all had different passages to read and that students and the teacher are going to discuss the passages next class.
- If there is more time than expected: Teacher can select one question from the paper and proceed to discuss it with the students or ask them if the questions were hard to answer and why.
- If there is less time than expected: Teacher can skip the part of asking someone to volunteer reading and go directly to the sheet of paper activity.

7. Assessment: Teacher can evaluate students' processes by walking around the class checking if they are reading, helping them with anything necessary and also by the final activity that students are going to hand in to the teacher.

8. References:

TAGORE, Rabindranath. **The Gardener**. [S.L]: Project Gutenberg, 2013. Disponível em: <https://www.gutenberg.org/ebooks/6686>. Acesso em: 09 maio 2026.

9. Attachment:

Questions for the students:

- How do you feel speaking English? How did you feel during the activity today?
- Do you consider yourself an English speaker? Why (not)?
- Do you use English in your daily life? In what situations?
- In your opinion, why do we learn English nowadays at school? Is it important? Why (not)?
- Do you have a “role model” of speaking English? If yes, who is it?