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| **Student: Marloes Kraster** | **Datum:** | **Klas: VWO3** | | **Duur van de les:**  **30 minutes** | **Aantal lln: ±25 leerlingen** |
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| **Onderwerp van de les:**  Picture memory.Language of location, descriptive language of color, size and shape. | | | **Korte beschrijving van de vorige les met deze klas:**  **-** | | |
| **Vaardigheden/ kennis die leerlingen nodig hebben voor deze les:**  The students need to be able to describe pictures or certain situations in the pictures. | | | **Lesdoel(-en) – wat kunnen en kennen de leerlingen aan het einde van de les:**  To develop accurate memory for detail. | | |
| **Te verwachten problemen bij het leren en onderwijzen:**  There might be students who find it difficult to describe the pictures and looking for detail in the picture, you could help these students by asking them questions like: what do you see in the picture, what is particularly interesting in this picture? | | | **Te verwachten problemen bij deze klas:**  The student with autism might find it hard to participate. | | |
| **Eigen doelen voor deze les:**  At the end of the lesson I want to be able to give the students right support during the drama activity. | | | | | |

De les aan de hand van Ebbens:

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| **Tijd:** | **Fase MDI:** | **Activiteiten van de docent:** | **Activiteiten van de leerlingen:** | **Organisatie:**  Groeperingsvorm.  Gebruik van leer-en hulpmiddelen.  Speciale omstandigheden. |
| Intro:  2 min | *Kennis maken en in de sfeer van de les komen* | Greets the students and walks around. | Are looking for a place to sit. | * The whole class |
| F1:  5 min | *Aandacht richten Doelen van de les Aansluiten bij voorkennis* | Ask the attention of your students. With the class you are going to talk about how much information is hidden in a single picture. Have a sample picture on the screen of your board and discuss with the class what kind of details they see? Can they describe the picture when you hide the picture away? | The students listen to the teacher and give answer to the questions that the teacher is asking. | * The whole class |
| F2:  7 min | *Geven van informatie, Instructie geven t.b.v. zelfwerkzaamheid* | * The students work in pairs of four. * Distribute the pictures, one per group. Students look at the picture together, discussing all the details they have noticed. | Students work together in pairs of four and look at the picture together. | The whole group |
| F4:  5 min | *Instructie geven t.b.v. zelfwerkzaamheid* | * Collect the pictures from each group. * They must now try to reconstitute the picture by describing it in as much detail as possible. * One group member functions as the note-taker. * Together they have to try to redraw the original picture. | The students listen and can ask the teacher questions. | The whole group |
| F3:  1 min | *Nagaan of alles goed is overgekomen* | The teacher asks if there are any questions and answers the questions of the students. | The students can ask questions. | The whole class |
| F5:  7 min | *Oefeningen (geleid of zelfstandig) en het begeleiden daarvan* | The teacher walks around and helps the students were this is needed. | The students work in pairs of four on their assignment. | In pairs of four |
| F6: 2 min | *Afsluiten van de les met aandacht voor de kernbegrippen* | Conduct a whole-class feedback session. How much detail was recalled?  Redistribute the pictures so that groups can check the accuracy of their recall. | The students share how much detail they were able to recall.  The students check their picture’s accuracy with the original picture. | The whole class |