# Lesson plan

**Class:** 3

**Level:** starter

**Subject:** English

**Course book:** Stella Maidment and Lorena Roberts: Happy Street 1, OUP: Oxford

**Topic:** At the Zoo – Zoo animals; Rod Campbell: Dear Zoo. Puffin, Penguin Groups: London

**Long-term goals:** to encourage speaking, to enlarge vocabulary, to develop listening, speaking and reading skills and fluency

**Aims:** to develop **speaking** skills by saying a poem, learning new words, acting and shared reading

    to develop **listening** skills by following T's instructions, listening to each other talking

    to create a safe learning environment

    to develop **cooperation;** to expose learners to more interactions in English

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| activities | aims | language input | grouping | teaching aids | time |
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| **Greetings** <br> T and Ls greet each other. | | | | | 1' |
| **Warmer: Singing an action song** <br> Let's all clap hands together <br><br> In a circle Ls sing the song and do some | to motivate and warm up Ls | Let's all clap hands together (3x) <br> Because it's fun to do. | fw | | 2' |

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| actions. They decide which action verb to put into the song. | | Other verses (actions suggested by Ls): Sit down. Run fast. Walk around. Jump up. Turn around. Play football. Play tennis. Etc. | | | |
| **Revising classroom objects** T invites Ls to go on a classroom tour. Let's go to the ... (window, door, dustbin, clock). The last stop of the tour is the desk that serves as a Toyshop (see previous lesson) There are different toys there and some soft toy animals. | To motivate Ls by moving. To revise classroom vocabulary. | door, window, desk, board, litterbin/dustbin, clock, white cupboard, small brown cupboard, etc. Let's go to… | fw | realia | 1' |
| **Revising Toys' vocabulary: Let's all go to a toyshop** <br> • Ls name toys vocabulary from previous lesson <br> • I spy with my little eye - game <br> • Each L gets a toy, they are asked not to show it to their partner <br> • Ls in pairs guess what toy their partner has got: Have you got a boat? <br> • T shows Ls a fish tank in the toy shop and asks Ls if they know what it is. | To develop Ls' listening and speaking skills. To develop Ls' autonomy. To motivate Ls by playing. | train, lorry, car, dinosaur, kite, bike, ball, doll, football, rocking horse, boat, puzzle, teddy bear, etc. <br><br> Have you got a boat? Yes./No. <br><br> Look. What's this? It's a fish tank. | fw pw | toys from previous lesson and new ones: soft toy animals, fish tank | 5' |
| **Learning a poem: My Goldfish** <br> • T shows Ls the fish tank. Then she puts a goldfish made of plastic into the tank and introduces it, too. Then she presents the poem. Ls repeat it with T. | to learn a poem, to have fun by moving and acting. | My goldfish is the perfect pet, She isn't any trouble. She doesn't bark, she doesn't meow, | fw | the words and illustrations of the poem, | 5' |

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| • T shows some movements to each line of the poem. Ls join in T's miming. T recites poem, Ls do the actions.<br>• T and Ls tell the poem and act out the movements together.<br>• T shows the words of the poem and they read the text together.<br>• Then they make 2 groups. One group tells the poem, the other one does the actions illustrating the poem. Then they change roles. | | Just bubbles, bubbles, bubbles. | | fish tank, plastic gold fish (toy) | |
| **Teaching new vocabulary: Animals**<br>Presenting the new words: T shows and names some new soft toys, animals.<br>• T and Ls name animals and repeat names again.<br>Practising pronunciation:<br>• T throws a ball to Ls one by one and tells each L one of the words to repeat.<br>• T imitates saying a word. Ls 'read her lips' and say the word.<br>Introducing reading the new vocabulary:<br>• T points to word cards on the board and asks Ls one by one to read a word<br>'Making a Zoo':<br>• Ls stick pictures of animals on a big picture of a Zoo.<br>• T tells Ls to mime the animals they have learnt. T gives a demonstration.<br>• Ls do the same as in previous task in | To develop Ls' vocabulary, practise pronunciation.<br><br><br><br><br><br><br><br>To develop reading skills.<br><br><br>To develop drama skills and cooperation. | snake, parrot, elephant, giraffe, frog, crocodile, kangaroo<br><br><br><br><br><br><br><br>You're a giraffe. Yes./No. | fw | toyshop equipment, soft toys (or pictures of animals), ball<br><br><br><br>word cards<br><br><br><br>pictures of a Zoo and | 8' |

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| pairs. | | | | animals | |
| **Linking: Walk as if you were an elephant**<br>T tells Ls to walk as if the were different animals. | To revise animal names, to enlarge vocabulary. | Move as if you were an elephant/ giraffe / snake/ monkey/etc. | fw | _ | 1' |
| **What are the animals like?**<br>• T asks Ls to take a picture of an animal from the board.<br>• Then T tells Ls some instructions. Eg.: Come here if you are big /tall/small/jumpy/fierce/grumpy/scary/ naughty/dangerous/gold/etc. T and Ls repeat adjectives and mime them.<br>• T asks Ls to put pictures back and make a circle.<br>• T throws a ball to Ls and 'gives' them a word to repeat.<br>• T instructs Ls to be fierce/big/etc.<br>• T shows the characteristic feature of an animal. Ls guess the animal.<br>• Ls do the same task in pairs. | To revise adjectives. To develop cognitive skills, association. | Please, everybody take a picture from the board. What animal are you?<br>Come here if you are big /tall/small/jumpy/fierce/ grumpy/scary/naughty/dangerous/gold/ perfect etc.<br>Now put the pictures back to the zoo and then make a circle. Repeat the word.<br><br>You are big/tall/ jumpy/etc. What animal am I?<br>You're a frog. You're goldfish. | fw<br><br><br><br><br><br><br><br>pw | animal pictures | 7' |
| **Shared reading: Dear Zoo**<br>• T asks Ls to take a pillow each and sit on them on the floor. Then T introduces a lift-the-flap book to Ls.<br>• T makes Ls guess, name animals, read some words, repeat parts of the text, answer questions, predict, point to pictures… etc. | To develop reading and speaking skills, enlarge vocabulary, imagination. | Show. Point to …Where is the …? Read. Can you see the …? What is a giraffe like? Do you like elephants? Etc. | fw | a book, pillows to sit on | 10' |

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| • T and Ls discuss the message of the picture book introducing the idea of the perfect pet. In the book the perfect pet is a doggy. | | | | | |
| **Drawing the perfect pet**<br>• T shows the drawing of his or her perfect pet (it can be anything, a gold fish, a crocodile or a doggy…) | to personalise the story and the topic of the lesson | Look at my drawing, This is my perfect pet. Can you guess what it is?<br>Is it a bear/panda/cat/hippo/mouse?<br>Yes./No. It's a…<br>And what is your perfect pet? Draw it now. | fw<br>iw | sheets of paper, coloured pencils, T's own drawing as a stimulus | 3' |
| **Finishing the lesson: Homework**<br>T tells Ls their task for home. She checks understanding.  Ls get a worksheet with animals' names on it. Their task is to stick the sheet into their vocabulary and make illustrations to the words. | To practise new vocabulary and motivate. | Your homework is to stick this worksheet into your exercise book and draw the animals. | fw | a worksheet for each L | 1' |
| **Evaluation**<br>T evaluates Ls' work during activities. | To establish classroom routines and to assess Ls' learning outcomes | | | | 1' |