

# Lesson plan

**Class:** 3

**Level:** starter

**Subject:** English

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

**Topics:** Instructions, colours, school objects, animals

**Lesson's material:** Revising the vocabulary of instructions, colours and school objects by playing games and saying chants, learning new vocabulary (animals). Introducing a new chant

**The foci of skills development:** developing listening and speaking

**Long-term goals:** to encourage speaking, to enlarge vocabulary

**Aims:**

- To develop **speaking** skills and **memory** by memorizing the names of animals, saying chants, playing games
- To develop **listening** skills by listening to chants, listening to the T and others
- To develop **cognitive** skills by guessing
- To develop **cooperation** by working in pairs and groups

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activities	aims	language input	grouping	teaching aids	time
<b>Greetings</b>		Good morning, children. How are you today?			1'
<b>Warmer: Song</b> Ls stand in a circle. First they sing and do the actions together with T. The second time they sing the song faster.	to warm up Ls, to have fun	First we're going to sing a song: Stand up, sit down, touch the floor. Point to the ceiling, look at the wall. Pick up the sponge and clean the board, open the window, shut the door, now come here and listen to me. Clap your hands: 1, 2, 3.	fw		2'
<b>Listening to and acting out a chant</b> <ul style="list-style-type: none"> <li>T tells Ls that they are going to listen to a chant about robots and that they can also see the robots in their book, at p 18.</li> <li>Then T tells Ls to say the rhyme together with CD and act it out. The T sorts out the roles: there are 5 blue robots and 5 red ones, the others are the instructors, who have a plastic bottle in their hands as microphones.</li> <li>T tells Ls to change roles and say the rhyme again. Ls who were instructors become robots this time, and Ls who were robots become instructors.</li> </ul>	to develop listening and speaking skills, develop the right pronunciation	Now open your book at p. 18 and look at the pictures. Now you are going to listen to a chant.  Let's say the chant together and act it out. I need 5 blue robots and 5 red robots. (To the rest of the class: ) You tell the robots what to do. Red robots, repeat: I'm a red robot, tell me what to do. Blue robots: I'm a blue robot, tell me what to do.	fw	CD, plastic bottles (microphones)	5'

		Instructors: Red robot, stand up. Blue robot, stand up.			
<p><b>Revising colours: I spy with my little eye</b></p> <p>T tells Ls that they are going to play the game 'I spy with my little eye.' She says sentences related to colours, for example 'I spy with my little eye something blue.' Ls have to find an object in the classroom that has the same colour: they run there and touch it. T demonstrates the task. After some rounds T may ask Ls if anyone wants to take her role.</p>	to develop listening and speaking skills by revising vocabulary	Now let's play 'I spy with my little eye'. If I say for example 'I spy with my little eye something red', look for something red in the classroom. Run there and touch it.	fw	classroom objects	2'
<p><b>Revising classroom objects</b></p> <p>T tells Ls to go back to their seats and follow some instructions.</p>	to develop listening and speaking skills by revising vocabulary	Well done. Now go back to your seats. Open your pencil-case. Take a rubber. Take a pen. Now take a red pencil. Raise / point to / touch your pencil/book/pen/rubber/pencil-case/ruler. Put your rubber back into your pencil-case. Etc.	fw	Ls' classroom objects	2'
<p><b>Demonstrating a guessing game</b></p> <p>T asks Ls to search for different object cards in the classroom, take and stick them on 3 big sheets, 6 on each, on the board. T asks some pupils about their pictures.</p>	to make Ls move, to develop cognitive skills	T: Can you see pictures of pencil-cases in the classroom? And books/rulers/pens ? Go and collect these	fw	3 big blank sheets for putting 6 little pictures on,	5'

<p>Then she asks a L to do the same, to ask the same question ‘What colour is your ....?’.</p> <ul style="list-style-type: none"> <li>• Then T suggests Ls playing a guessing game. She gives a model of the task with one of the Ls at the board. She tells the L to choose a sheet from among the three on the board. Then she asks some questions about the objects on the chosen sheet, eg: What colour is the ruler/pencil/etc.? When T has enough pieces of information she gives her guess: ‘It is card 3.’</li> <li>• They change roles and do the same task again.</li> </ul>		<p>picture cards.          What colour is your pen/pencil/pencil-case /book/rubber/ruler?          Now come to the board and stick pictures on these 3 big sheets, six on each.          Now let’s play a guessing game. Ági, come here and play with me. Choose a sheet. Look at the small pictures on it carefully. What colour is the pen/ruler/etc? It’s .... (green/orange/red...)          I know. It’s card 3.          Now you ask some questions and I choose a sheet. Do you know which card it is?          Thank you for your help. Go back to your seat.</p>		<p>18 little pictures of 6 classroom objects, one for each L</p>	
<p><b>Playing a guessing game in pairs</b></p> <ul style="list-style-type: none"> <li>• T suggests Ls playing a similar guessing game as the previous one in pairs. She tells Ls to look at some cards on page 11 in their class books. There are different school objects on each card. She asks Ls to choose a card from among the ones in the book and then ask questions, eg: ‘What colour is the ruler?’ ‘It’s green.’ ‘It’s card 4.’</li> <li>• Then she tells Ls to switch roles after a round.</li> </ul>	<p>to encourage communication, to develop cognitive skills by guessing, to develop cooperation by working in pairs</p>	<p>T: Open your books at page 11. Look at the cards there. You are playing in pairs now. Ask: What colour is the ...? You can guess the card then.</p>	<p>fw pw</p>	<p>class books</p>	<p>3’</p>
<p><b>Playing a Bingo game</b></p>					

<p>Ls are told to draw 3 pencils into their exercise-books and colour them as they want, each one with one colour and each of them has to be different. When Ls finish drawing and colouring T starts listing different pencils, eg: 'red pencil'. If a L has a pencil like that in their exercise-book they should cross it out. The L who crosses out all his or her pencils has to shout 'Bingo'. The first pupil to shout 'BINGO' is the winner.</p>	<p>to develop listening skills</p>	<p>Open your exercise books and draw 3 pencils. Colour them with 3 different colours. Let's play a Bingo game. I say for example 'red pencil'. If you have it, cross it out. If you have crossed out all the 3 pencils, shout 'Bingo' and you win.</p>	<p>fw</p>	<p>exercise-books, coloured pencils</p>	<p>3'</p>
<p><b>Teaching new vocabulary: animals</b></p> <ul style="list-style-type: none"> <li>• T introduces new vocabulary by showing some flashcards of animals on the board to Ls (cat, dog, tiger, lion, bear, and monkey). T points to these animals naming them and Ls are asked to repeat the words.</li> <li>• Then T points randomly to the flashcards and Ls name them. They also play 'What's missing?' T takes off pictures from the board one by one while Ls' eyes are closed. Ls should name the missing animal.</li> <li>• T puts the pictures of the animals to different places in the classroom and tells Ls instructions. Eg.: 'Run to the lion.'</li> <li>• T tells Ls that they are going to hear some animal sounds. The pictures of animals are on the board and each of them has got a number. When Ls hear the sound they have to write down the number of the matching animal into their exercise book. At the end T asks for the numbers and the names of the animals in the right order.</li> <li>• T tells Ls to play an activity game with the</li> </ul>	<p>to enlarge vocabulary, to develop cognitive skills by guessing, to develop cooperation</p>	<p>You can go back to your seats. I have some pictures. What is this animal? (cat, dog, tiger, lion, bear, monkey)... Close your eyes. Open your eyes. What's missing? Is it the lion?</p> <p>If you look around the classroom, you can see the picture of the same animals. If I say 'Run to the lion' please run there.</p> <p>Now sit down and open your exercise book. You are going to hear animal sounds. You have to write down the number of the animal you can hear. If you hear for example „Meow, meow”, write down number 1. Now</p>	<p>fw iw pw gw</p>	<p>flashcards of animals, sounds of animals on a CD, exercise book, sheets of paper, pencils</p>	<p>10'</p>

<p>new words. Ls are in pairs, one of them has to act out the animal, and the other has to guess. First T gives a demonstration. T mimes an animal. Ls guess what animal it is.</p> <ul style="list-style-type: none"> <li>Then T tells Ls to play a 'run and draw' game. Ls are divided into 4 groups. One member of each group goes to T. T whispers the name of one of the animals to them. Ls have to run back to their groups and when T gives a signal they start to draw the animal on a sheet of paper prepared on the desk. The aim is to guess the animal. Then other Ls come to T who whispers other animal names to them.</li> </ul>		<p>listen. ...</p> <p>Let's check. What was the first number? What animal is that?</p> <p>Now let's play an activity game. What animal am I? Now play the game in pairs. (You're) a tiger! Yes/No.</p> <p>Now let's make 4 groups and play a 'run and draw' game. I need one L from each group. I'm going to say an animal to you. You should go back to your group and draw it. You should start if I say 'ready, steady, go!'</p> <p>The group who can guess the animal has to shout the name of it.</p>			
<p><b>Communication: Playing an animal card game</b></p> <p>T hands out cards with coloured animals. The animals can be lions, tigers, cats, bears, monkeys and dogs. The colours are red, blue and yellow, 18 possibilities in total. Each L gets a picture that he or she should not show to the others. Ls should walk around the room and ask other Ls: 'Can I have a bear?' If the L who was asked has got it, he should hand it over. If not, he can say: 'Sorry, no bear.'</p> <p>The aim is to collect as many pictures as they can. At the end of the game they check how many cards Ls</p>	<p>to develop speaking skills and listening skills</p>	<p>Now I'm giving you cards on which there are coloured animals. Don't show it to the others. Please walk around the classroom and ask 'Can I have a bear?' If the other pupil does not have it, he or she says 'Sorry, no bear.' If someone has it, he or she has to give it to you and say</p>	<p>fw iw</p>	<p>cards with animals on them</p>	<p>5'</p>

<p>could collect.</p>		<p>‘Yes, here you are.’ Collect as many cards as you can.</p> <p>Time is up. Now sit down and show your cards. What have you got? I have got one monkey. And you, Tomi?</p>			
<p><b>Acting out a rhyme: 5 little monkeys</b></p> <ul style="list-style-type: none"> <li>With a slow reveal technique T pulls out a picture of 5 monkeys and asks: ‘What animals are they? How many monkeys are there in the picture? T asks Ls to make a circle. Ls and T say the rhyme together and do the movements. T tells them to act out the rhyme in roles. T invites 5 Ls to be monkeys, 1-1 L to be mama and doctor. The monkeys have to act according to their roles (jump, pretend to fall off, and bump their head etc).</li> </ul>	<p>to develop speaking and drama skills</p>	<p>Watch closely. What animals are they? How many monkeys are there in the picture? Come here, make a circle. Let’s say the rhyme together and do the actions.</p> <p>5/4/3/2/ little monkeys jumping on the bed. One fell off and bumped his head. Mama called the doctor and the doctor said, ‘No more monkeys jumping on the bed!’ 1 little monkey is jumping on the bed, he fell off and bumped his head. Mama called the doctor...</p> <p>Now I need 5 monkeys and one mama monkey and a doctor. Who wants to be mama monkey? We’re going to tell the rhyme together and act it out.</p>	<p>fw</p>	<p>pictures of 5 monkeys, monkeys jumping on the bed, picture of a doctor, a picture of a mama monkey</p> <p>some simple props (eg. scarf for mama monkey...)</p>	<p>5’</p>

<p><b>Extra: Developing listening skills: Colouring</b> Ls get a sheet of paper on which there are objects and animals of two sizes (big and small). Ls get instructions from the T and they have to colour the drawings accordingly.</p>	<p>to develop listening and speaking, revise new vocabulary</p>	<p>The big lion is green. The small pencil is red.</p>	<p>iw fw</p>	<p>task sheets</p>	<p>3'</p>
<p><b>Homework</b> T tells Ls the homework.</p>		<p>Your homework is to make a new animal card for playing.</p>	<p>fw</p>		<p>1'</p>
<p><b>Evaluation</b> The T evaluates Ls according to their work and attitudes.</p>			<p>fw</p>		<p>1'</p>