

Lesson plan

Teacher: Tóth Edina Bettina

Class: 3

Level: starter

Subject: English

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

Topics: Toys

Lesson's material: Revising instructions, colours, school objects by playing games and saying chants, learning new vocabulary of toys, playing a role play of shopping

The foci of skills development: developing listening, speaking and reading skills

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

Aims:

- To develop **speaking** skills and **memory** by memorizing the names of toys, saying chants, playing games
- To develop **listening** skills by listening to chants, listening to the T (statements, instructions), listening to others
- To develop **cognitive** skills by guessing, meaning-making, matching written forms of words with pictures
- To develop **cooperation** by working in pairs and groups

activities	aims	language input	grouping	teaching aids	time
Greetings and introduction		Good morning. I'm Edina. We're going to work together today.			1'
Warmer: Simon says T tells Ls to play a 'Simon says' game. The T is the leader of the game and players must do whatever T/Simon says, as long as the phrase "Simon says" precedes the instruction. If the T does not say "Simon says", players are not supposed to follow the instruction.	to warm up Ls by playing a well-known game, to develop listening skills	First we're going to play 'Simon says'. Hands up. /Hands down. /Turn around. /Touch your head. /Sit down./Stand up. Last instruction: Simon says 'go back and sit down.'	fw		2'
Revision: colours and instructions Robot chant <ul style="list-style-type: none"> T tells Ls that they are going to listen to the chant about robots. Then T tells Ls to say the rhyme together with CD and act it out. Then T sorts out the roles: there are 5 blue and 5 red robots, the others are the instructors, who get a plastic bottle in their hands as microphones. After a few instructions T tells Ls to change roles and say the rhyme again. Ls who were instructors become robots, and Ls who were robots become instructors. T tells Ls to go back to their seats. 	to develop listening and speaking skills	Now you are going to listen to the 'Robot 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." Instructors: "Red robot, stand up. Blue robot, stand up."	fw	CD plastic bottles (microphones) red and blue ribbons for red and blue robots	4'
Teaching new vocabulary: Toys Presenting the new words: <ul style="list-style-type: none"> T tells Ls that they are going to a toyshop. She 	to set the topic of	Look. This is a Toyshop.	Fw	a bag toys	16'

<p>takes some toys out of a bag and introduces them to Ls.</p> <ul style="list-style-type: none"> • T and Ls name toys again. <p>Practising pronunciation:</p> <ul style="list-style-type: none"> • T throws a ball to Ls one by one and tells each L one of the words to repeat. • T imitates saying a word. Ls ‘read her lips’ and say the word. <p>Introducing reading the new vocabulary:</p> <ul style="list-style-type: none"> • T points to word cards on bb and asks Ls one by one to read a card and label the matching toy. <p>Practising new words:</p> <ul style="list-style-type: none"> • T asks Ls to close their eyes. While Ls are not looking she takes one of the toys and hides it. Then she asks Ls to name the toy she has hidden. • T reads out some word cards and asks Ls to name the colour of them. • T puts some of the toys into a bag. She asks a L to put their hand into the bag and touch a toy. If L can they name the toy. • T tells Ls to mime the toys they have learnt. She gives a demonstration. • Ls do the same as in previous task in pairs. 	<p>the lesson to introduce and practise new vocabulary</p> <p>to introduce reading the new vocabulary items</p> <p>to make Ls interested in learning, to practise new vocabulary, to enhance Ls’ autonomy</p>	<p>Now we’re going to the toyshop. What’s this? It’s a</p> <p>New words: doll, plane, train, car, dinosaur, lorry, ball;</p> <p>Repeat the words. Can you guess the word? Look at my lips.</p> <p>Look. We’ve got some words on the bb. Let’s read them. Can you match them with the toys? Now close your eyes. I’m hiding one of the toys. Open your eyes. What’s missing?</p> <p>What colour is the word ‘dinosaur?’/‘doll’ /etc.?</p> <p>Now I’m putting some of the toys back into the bag. Come here, X. Put your hand into the bag and touch something. What is it?</p> <p>Look at me. Which toy am I miming? A train! Yes! Great! Now you are going to do the</p>	<p>pw</p>	<p>ball</p> <p>word cards blu-tack</p>	
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<ul style="list-style-type: none"> Ls play a 'Run and draw' game in four groups. One L from each group goes to T. T whispers them one of the new words. Ls go back to their group and when T gives a 'Start' signal they start drawing the toy T whispered. The group that recognizes and shouts the correct word first wins the turn. All group members take turns to draw. 		<p>same in pairs. Let's play a 'Run and draw' game. You're playing in groups. One child from each group, come here. I'm whispering a word to you. Now you go back to your group. When I say 'Ready, steady, GO!' you start drawing the toy I have whispered to you. The first group to shout the right word wins that turn.</p>	gw	a blank sheet and a pencil for each group	
<p>Filler: 'Show me something red' chant</p> <ul style="list-style-type: none"> T gives each L a card. Each card has a coloured picture of a toy. T and Ls chant together: Show me something red. 	to revise a well-known chant	<p>Now I'm giving each of you a card. Then I say 'Show me something red, red.' Those who have a red card answer: 'Here's something red, red.' and show your card to everybody.</p>	fw	cards with coloured pictures of toys	3'
<p>A linking task: a game with cards T calls Ls to go to the front of the classroom if they have a certain toy on their card: 'Come here if you have a plane'. In the end all Ls gather at the front and stand in a circle.</p>	to develop listening skills by following instructions, to revise new vocabulary	Well done. Now, come here if you have a plane/a train/a doll/etc. on your card.	fw	same cards as in previous task	3'
<p>Lead-in: Can I have a plane?</p> <ul style="list-style-type: none"> T gives a demonstration of the task by asking some Ls: Can I have a train/plane/doll/etc.? If L hasn't got a plane/etc. on their card, 	to develop communication skills, cooperation	X, can I have a doll? No? Then say: Sorry, no doll. Can I have a book? Yes? Then	Fw Ls mingle	same cards as in previous task	4'

<p>answers: ‘Sorry, no plane.’ If yes: ‘Here it is.’ and gives the card.</p> <ul style="list-style-type: none"> • Then T tells Ls to do the same task. She tells them to get as many cards as they can from the others. • T asks Ls how many cards they could get. 	<p>to develop Ls’ autonomy</p>	<p>say: Here it is.</p> <p>How many cards have you got? One? Two or three?</p>			
<p>Communication: shopping - doing a role play</p> <ul style="list-style-type: none"> • T tells Ls they are going to a toyshop. • T makes 3 shops by putting ‘Toyshop’ labels on 3 desks. • T calls out a L to help demonstrating the task. • T gives L a cap to put on to show s/he is the shop- assistant. • They do a similar dialogue as in the previous task. <p>• Then T chooses 2 other shop-assistants for the other 2 shops.</p> <ul style="list-style-type: none"> • T tells Ls they can go and buy some toys by doing the dialogue they have heard. • After a while T chooses 3 new shop-assistants and they do another round. 	<p>to develop communication, to develop Ls’ autonomy and cooperation, to make Ls interested in learning</p>	<p>Now we are going to the toyshop. Let’s label the 3 shops.</p> <p>X, come here, please. You are the shop-assistant. Put this cap on, please.</p> <p>T: Good morning. Can I have a?</p> <p>L: Yes, here it is.</p> <p>T: Thank you. Goodbye.</p> <p>L: Goodbye.</p> <p>Now everybody can go to a shop and buy a toy. We need 2 more shop-assistants. X and Y, put the caps on. You are going to be the shop-assistants.</p> <p>Now, do the same that you have heard.</p> <p>OK, stop, please. I’d like to choose 3 new shop-assistants.</p>	<p>fw</p>	<p>3 desks toys already prepared on the 3 desks 3 caps ‘Toyshop’ labels</p>	<p>6’</p>
<p>Reinforcement of the newly learnt vocabulary: making memory cards and playing a memory game</p>					<p>5’</p>

<p>T gives the groups of Ls memory cards: cards with pictures of the new words and cards with the matching names. There are some name cards that have no adjoining pictures. Each L gets a blank card. They choose a name card that has no adjoining picture and draw the toy on the blank card.</p> <p>When they finish drawing they start playing a memory game.</p>	<p>to develop reading skills, to practise new vocabulary, to develop Ls' autonomy and cooperation</p>	<p>Now we are playing a memory game. I am giving you the cards. Put them on the desk. Look at them. You can see names and drawings. Now I am giving you some more name cards, one for each of you. And also some blank cards. Take one name card and draw the object you can read there on the blank one.</p> <p>If you finish start playing a memory game in your group.</p>	<p>iw gw</p>	<p>a set of cards for each group: name cards and drawings blank cards pencils</p>	
<p>Cooler: saying a chant together T asks Ls to gather at the front and make a circle. Then they say and act out the rhyme 'I'm big, I'm small'.</p>	<p>to finish the class in a good mood</p>	<p>Come here, everybody and make a circle. Let's do the 'I'm big' rhyme together. I'm big, I'm small. I'm short, I'm tall. I'm happy, I'm sad. I'm good, I'm bad. We're friends And that's the end.</p>	<p>fw</p>		<p>1'</p>
<p>Homework T tells Ls to draw the new words (toys) in their vocabulary.</p>	<p>to practise new material</p>	<p>Your homework is to draw the toys we learnt about today in your vocabulary.</p>	<p>fw</p>	<p>bb</p>	<p>1'</p>
<p>Evaluation T evaluates Ls' work.</p>	<p>to make Ls interested in their</p>	<p>You did a really good job today. I'm very proud of</p>	<p>fw</p>		<p>1'</p>

	own learning	<p>you. This group was great with drawing and playing the memory game together. Congratulations.</p> <p>You were excellent shop-assistants.</p> <p>Thank you and goodbye.</p>			
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* Though it had been planned T did not give any homework to Ls at the end of the lesson as she was asked by the class teacher not to because of an afternoon programme.