

# LESSON PLAN

## A. STUDENTS AND SETTING

### *Students*

4<sup>th</sup> grade students (age 9 - 10); 2<sup>nd</sup> year of studying English. There are 20 students in the class. I meet them twice a week. A lesson lasts 50 minutes.

### *Setting*

I teach at a public school. I have 4 or 5 lessons a day at different classes. I have two lessons a week at each class. A lesson lasts 50 minutes. The desks and the chairs in the classroom can be easily moved around for pair/ group work. There are also a blackboard, a computer, a flipchart and a video projector in the classroom.

## B. LESSON BACKGROUND

This is the third lesson of the unit entitled “*About animals*”. In the previous lessons the students expanded the list of the domestic and wild animals learned in the third grade and enriched their vocabulary and knowledge concerning animals. The new lesson combines grammar with vocabulary. Students will revise the domestic and wild animals, the prepositions of place and they will be introduced some action words (verbs) and the modal verb CAN/ CAN’ T.

## C. LEARNING OBJECTIVES

- to review and improve Ss’ vocabulary ( domestic and wild animals, prepositions of place);
- to introduce and practice the new words for describing actions ( jump, hop, run, play ) and abilities ( can/ cannot ) ;
- to encourage Ss to communicate freely and spontaneously during the activities;

### **EXPECTED RESULTS**

By the end of the lesson students will be able to:

- locate objects using the prepositions of place
- mime action words (verbs)
- make up sentences using CAN/CAN □T.

Students will demonstrate acquisition by accomplishing their tasks.

In the next lesson they will be asked to say what they can or cannot do so they will be able to acquire the patterns with CAN/ CAN □T.

## D. MATERIALS AND SOURCES

### *Materials*

A toy cat and a hat to revise the prepositions of place, other toys (a bus/ car, a bike, a plane) to mime actions, flipchart, animal cards to review the wild and domestic animals, flashcards to teach some action words ( verbs).

### *Sources*

The toy cat and the hat are brought by the teacher, the other toys are brought by the pupils.

The animal cards are borrowed from the school library.

The flash cards used can be viewed by accessing the following link [www.havefunteaching.com](http://www.havefunteaching.com) >

[Flash Cards > English Flash Cards](#)

The images for the handouts were taken from Google images.

### *Additional materials used in Phase 2*

Handouts made by the teacher:

- Handout 1 - PET ADOPTION ; The idea for this comes from:

<http://www.teachingenglish.org.uk/teaching-kids>

- Handout 2 – CAN IT JUMP?
- Handout 3 - RIDDLES

## E. PROCEDURES / TIMING

TEACHER DOES/SAYS	STUDENTS DO/SAY	APPROXIMATE TIME NEEDED
Warm-up Greet the pupils, asks who is absent, has an informal conversation ( <i>How are you today?</i> )	Greet the teacher, answer who is absent, have an informal conversation	1 min.
Asks different pupils what their favourite animal is. <i>What is your favourite animal?</i> Introduces Kitty, a toy cat, and locates Kitty in, on, under a hat. Asks questions about Kitty's location. <i>Please, meet my favourite toy, Kitty!</i> <i>Where is Kitty?</i>	Answer the questions.  <i>My favourite animal is the dog/ the cat/the lion etc.</i> Greet Kitty, then answer using the prepositions of place. <i>Hi, Kitty!</i> <i>Kitty is under/ next to/near/on the hat.</i>	5 min.
Then asks them to play a game with their hand and head to revise the prepositions of place. <i>Turn around and face the person behind you.</i> <i>Ask him/her: "Where is my</i>	Pair work Turn around and take turns asking and answering questions.	5 min.

<p><i>hand?"</i></p> <p>Puts students in 4 groups, 5 pupils each, gives them a handout - <b>Pet adoption</b> - and explains that each group has to adopt one of the animals found on the sheet of paper, motivate their choice and tell how they will look after their pet.</p> <p><i>Now, you have to decide in your group what animal to adopt and then explain your choice.</i></p> <p><i>How will you look after it? Please, write your answers on the sheet of paper!</i></p> <p>Goes round the class, helps students, if necessary, giving individual explanations, takes notes.</p> <p>Pins the four handouts on the flipchart and invites a student from each group to come and present their pet to the class.</p>	<p>Group work</p> <p>Write some sentences about the animal they decided to adopt.</p> <p>Possible answers: <i>We adopt the puppy because it is cute / playful/ devoted.</i></p> <p><i>We will feed it/ clean its place/ play with it etc.</i></p> <p>Students, on turn, come to the flipchart and read what they wrote</p>	<p>8 min.</p> <p>5 min.</p>
<p>Uses the animal cards (frog, fish, monkey) in order to say what each animal can do.</p> <p><i>The frog can jump. Can you jump?</i></p> <p>Announces that Action words and Can are the topic of the lesson.</p> <p>Writes the title on the blackboard.</p>	<p>Listen to the teacher and answer the questions.</p> <p>Listen to the teacher.</p> <p>Write in the notebooks</p>	<p>3 min.</p>
<p>Starts introducing the action words ( jump, sing, swim, fly, ride the bike, run) by miming or using toys brought by the children.</p> <p>Asks questions about animals <i>Can a frog jump/ fly?, etc</i></p> <p>Asks some of them to mime the verbs and the others to guess.</p> <p>Ask students to look at the handout 2 – <b>Can it jump?</b> - projected on the screen and reads the phrases : <i>Can jump/ Can run/ Can climb</i></p> <p>Writes on the blackboard a question with affirmative answer and one with negative answer using can and the action</p>	<p>Listen to the teacher.</p> <p>Answer the questions using: <i>Yes, it can/ No, it can not.</i></p> <p>Mime the verbs and the others guess.</p> <p>Look, listen to the teacher, repeat the words.</p>	<p>3 min</p> <p>2 min.</p> <p>10 min.</p>

words. <i>Can a cat jump?</i> <i>Yes, it can.</i> <i>Can a penguin climb?</i> <i>No, it can't.</i> For the other images, asks students to come to the blackboard and write the questions and the answers.	Write the sentences and questions on the blackboard and in the notebooks then read them.	
Learners feedback/ Formative assessment Puts the students in pairs. Gives them the handout 3 – <b>Riddles</b> – asking them to guess the animals. <i>Now, everyone turn to your deskmate and guess the animals. Write your answers in the gaps!</i> While solving their task, the teacher goes round the class, observing and taking notes. Elicits the right answers.	Pair work  Turn to their deskmate and fill in the gaps with the name of the animals hidden in the riddles.  Read the answers	5 min.
Teacher rewards the most active pupils with a star and encourages the others, too. The student who will gather the most stars will be declared “The student of the year” at the end of the school year	Stick the star in their English Diary.	2 min.
Homework assignment Explains the task <i>Complete the sentences with CAN/ CAN'T</i>	Note the homework	1 min.
In the next lesson students will have to talk about their abilities, what they can or cannot do.	Will have further practice in using the modal verb CAN/ CANNOT and the action words learned in the previous lesson.	

## F. LEARNER FEEDBACK/ FORMATIVE ASSESSMENT

I will use formative assessment paying attention to the students' answers and making mental notes. While students work in pairs or groups I will go round the class, observing, taking notes in order to see if they understand what they are asked to do, are able to solve their task or some of them need more practicing.

At the end of the lesson I will write down the students who need additional help and I will practice with them individually during the program allocated for this purpose.

This formative assessment will give me a feedback about what my students have acquired during the class and what they have not. I will know then if they need more practice or we can go on with new topics.

## G. EXTENDED REFLECTION

a) This lesson plan is a further extension of the first one. I added the activity with PET ADOPTION in order to make students use creative thinking: they are asked to adopt a pet, to motivate their choice and tell how they will look after it.

Critical thinking is used in the riddle activity when they have to guess the animals.

In the first lesson plan I used for feedback a worksheet in which students were asked to complete a table by ticking or crossing what animals can or cannot do.

Now I decided to use some riddles made by me and which reinforce the names of animals and the use of Can / Can't, but they ask for critical thinking, too.

I also added a handout - **Can it jump?** – to illustrate better the modal verb Can / Can't. I used colourful images with animals as I know that children adore them.

b) In this lesson I use toys as realia. It's not the first time when I use them in a lesson but I have never brought a toy belonging to me. This time I will bring my favourite toy cat as I know that children will be both surprised and delighted. They enjoy when adults behave like them, of course, not all the time! I also know that most of them live in a house and have a cat as a pet. On the other hand, they will bring their own toys (cars, planes, bikes etc.) to help them mime different actions. The toys will make the vocabulary words more memorable.

The three handouts were made by me.

During the lesson I use both pair and group work. While working in pairs students have a greater opportunity to participate in activities and increased learning retention, whereas working in groups they share ideas, cooperate and help each other in making a decision.

As I have already said above I use creative thinking in the activity PET ADOPTION and critical thinking in RIDDLE activity. In the first activity students have to create a short text, giving their opinion while in the second one, they have to find the answer in three texts that combine the topics of the lesson : animals and modal Can.

I consider that all these activities will make students more involved in lesson and at the end of it they will be able to locate objects using prepositions of place, to say what animals Can / Can't do.

The prepositions of place revised in this lesson will be also used in a following unit "Around the Town" to talk about buildings in town. New prepositions will be added.

The modal verb CAN will be reinforced in the next lesson when students will talk about their abilities.

As far as assessment is concerned I use formative assessment during the activities by going round the class, observing to find out what students need help, giving individual explanations, taking notes. I also use formative assessment at the end of the activities by taking notes in order to help students who need more individual practice.

## HANDOUT 1

### PET ADOPTION

We need a family! Can anybody help us?



## HANDOUT 2

### CAN IT JUMP?

1. Listen and repeat:  
**CAN JUMP**



**CAN CLIMB**



**CAN RUN**



2. ANSWER THE QUESTIONS USING CAN OR CAN'T:

1. Can it jump?



4. Can it run?



2. Can it run?



5. Can it climb?



3. Can it climb?



4. Can it jump?



# HANDOUT 1

## RIDDLES

### WHO AM I? GUESS AND WRITE:

A) I live in rivers.

My legs are short but my teeth are sharp.

I can swim, but I can t jump.

I am dangerous.

I am a \_\_\_\_\_.

B) I live on farms.

My legs are short but my head is big.

I can run but I can t climb trees.

I am pink and fat.

I am a \_\_\_\_\_.

C) I live in forests.

I have a long tail and a big mouth but my ears are small.

I can run fast but I can t fly.

I am strong.

I am “the king of animals”.

I am a \_\_\_\_\_.