

LESSON PLAN : WHO'S NESSIE?

Teacher: Adelaida Cabañas
School: CEIP prof.Tierno Galván
Class: The learners will be 6th graders
Level : Elementary
No students: 26
Text book : Super Bus-4 / Unit-4
Time lesson: Two 45' sessions (If it's possible together)



LESSON OBJETIVES

1. To learn different monsters and myths as motivation to review and expand vocabulary from parts of the body
2. To review some vocabulary topics like parts of the body, food, adjectives
3. To use basic present simple structures when write descriptions, habits and geographical references
4. To practice This/that These/those
5. To reinforce their knowledge about myths and legends from other European countries
6. To use ICT as a successful tool to find useful resources
7. To develop speaking, writing and presentation skills
8. To encourage cooperation

LINK TO OTHER AREA OF LEARNING

- Great Britain geography (Scotland) to Know where the monster lives
- Legends and myths

MAIN LANGUAGE CHILDREN USE

- Practice some descriptions (Physical , places...)
- Present Simple
- This/that These/those

ASSUMPTIONS:

Ss are familiar with most of vocabulary used in basic descriptions and with basic verbs to do them.

Also, students are able to work in pairs, and they can handle basic computer skills and look for information through internet.

MATERIALS:

Smart board
computer
markers
notebooks
Instructions worksheet
textbook

ACTIVITY 1- Warm up

Aims:

1. to make students interested in myths and mysterious creatures
2. to develop speaking skills
3. to review descriptions

Procedure:

Interaction

Timing

T-S

10'

S-S

15'

At the beginning of the lesson in their text book students are introduced in the descriptions of some fantastic creatures and myths by listening to some children visiting a Museum of myths.

SS also have a picture about this event, so they can see the creatures and their strange physical characteristics.

The information used is basic and can be thought of as an introductory lesson.

This activity is a warm up to review in two directions:

- Parts of body (vocabulary)
- Present simple and demonstratives (Grammar)

And it used to motivate Ss in the topic.

T ask Ss to guess one of the creatures by making these activities:

➤ first ,One of the Ss think about one of the monsters and the other Ss try to guess it by answering some questions.eg.

Is s/he tall? / has s/he got long hair/horns/wings /one eye in his forehead? /Is s/he wearing a short skirt?...

➤ Then, Ss play to guess them, telling riddles.eg :
It has got a bull's head and a man's body, Who is it?

➤ Finally Ss have some pictures about the mosters and they have to describe them and name them use: This/that These/those

ACTIVITY 2 -Play the game WHO'S NESSIE? The thimble: Cold, warm, hot.

Aims:

- To use research techniques and technology objectives.
- To use ICT as a successful tool to learn english
- To develop speaking and cooperation skills
- To reinforce their skills research (information, images, content, language) word processing, and navigating to consider in developing multimedia projects as a class/group.
- To practice descriptions
- To make teaching more fun

Procedure:**Interaction Timing**

S-T-S	5'
S-S	40'
S-T-S	20'

The students are divided into pairs, each pair having access to a computer. Each pair of Ss have in their computer the game WHO'S NESSIE ?.

First ,they have to read the instructions, open a word document and when they are ready, they start to play the game.

The students will be using the provided websites to explore about, and they'll research the following topics:

The physical characteristics of the lock monster, with pictures and drawings, the location of the lake sightings. The location should include the city, lake, and country (where the lake is, map and photos), and its eating habits.

When they all have this information, they 'll do the final task in a document or prentation and will save it.

When the time is over, each pair will do their presentation about the information they' ve achieved.

The teacher monitors the students while working in pairs and checks the final presentation . H/Se can also choose the best pair work .

EVALUATION

The evaluation can be based on cooperation, participation and the content of the presentation. eg:

CATEGORY	4	3	2	1
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting pictures	Information clearly relates to the main topic. It provides 1-2 supporting pictures	Information clearly relates to the main topic. No pictures are given.	Information has little or nothing to do with the main topic.

LET'S PLAY : COLD, WARM, HOT

Instructions for the students:

Before you start to play, you have to read carefully these instructions:

You're going to make an investigation to meet a famous creature who lives in the North of Great Britain, but nobody knows if it really exists or it's only a legend.

So, you have to try to solve this mystery, following the links you'll find in the different screens and they will guide you to looking for information through internet about it.

As a final task, you have to use this new information, as creatively as possible, to write, make and create your own page, document or presentation about Nessie and communicate your knowledge to the other Ss.

- **REMEMBER:**
Firstly, You must open a word document and keep it opened during the whole search to write down everything you need for your presentation.
- *You start the game quite cold but you'll be so hot at the end if you work patiently but surely.*
- **Raise your hand if you need help! Enjoy your investigation!!!**
- **Get down to work. You can start**
- **You have 40'.**