LESSON PLAN-2

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School: Yeşilöz Primary School

Date: 16th February 2010

Time of lesson: 2x40 minutes

Class: 6th grade

Level: Elementary

No. of students: 10

Unit: 1   **Textbook:** Spot On

Lesson Objectives:

1. Students will get an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support.

2. Students will listen, speak, read and write in English for identifying people and for personal details.

3. Students will use a variety of intellectual skills to demonstrate their understanding of "have / has got".

Materials:

- Whiteboard

- Computer and projection with screen

- markers

- notebooks

- worksheet

- textbook

Activity 1

Aims:

to develop speaking skills

to take the attention of the students

Procedure: **Interaction→** S-T-S   **Timing→**10 min

1. The teacher asks the students to talk about the physical appearance of their best friends.
2. Students tell the appearance (hairs, eyes, glasses etc.) of their best students as far as they can.

Activity 2

Aims:

to use ICT as a successful tool when learning a foreign language

to develop writing skills

to practice about physical appearance (have / has got)

Procedure: **Interaction→** S-T-S & S-S   **Timing→**30 min

1. The teacher loads worksheets that consist of pictures and blanks for each picture on students' computer.
2. The students are directed to form all positive sentences related with the picture and possesses.
3. After all students complete their work, the teacher asks who tells the sentences for picture1, 2, etc.

<u>Activity 3</u>

Aims:

to develop speaking skills

to practice about yes / no questions with "have / has got"

Procedure: **Interaction→** S-T-S & S-S   **Timing→**35 min

1. The teacher open the game "know who is" on teacher' computer and project it to the screen.
2. She wants students to be a volunteer to select a person in the game.
3. One student come to near the screen and select a person without saying which picture it is.
4. Other students ask yes / no questions about physical appearances of the selected person.
5. The voluntary students can only answer as yes or no.
6. If, for example, the voluntary student give positive answer when one student asks whether s/he has got glasses, pictures without glasses are clicked and so disappeared.
7. Students ask yes / no questions until they find selected picture.
8. The student who knows the selected picture will be the next voluntary student.

Assessment

The following rubric may be used to assess students by the teachers:

<u>Response</u>

- *Excellent* - Student listens attentively and responds with one or two words contributions, as well as participating in extended activities beyond discussions.
- *Good* - Student listens attentively and responds with one or two word contributions.
- *Satisfactory* - Student listens attentively and responds non-verbally (facial expressions and gestures).

- *Needs Improvement* - Student has great difficulty attending to the video and/or read aloud and cannot offer any responses.

Vocabulary

- *Excellent* - Student can read all of the descriptive terms independently and consistently offers the correct choices for completing sentences.

- *Good* - Student can read many of the descriptive terms independently and can offer the correct choices for completing sentences.

- *Satisfactory* - Student can read many of the descriptive terms independently.

- *Needs Improvement* - Student cannot read any of the new terms independently.

Concepts

- *Excellent* - Student is able to identify several associations between a traditional character and a relevant occupation or recreation AND can also assist other students with the projects and role playing AND can compare these features to those of another culture.

- *Good* - Student is able to identify several associations between a traditional character and a relevant situation AND can also assist other students with the projects and role playing.

- *Satisfactory* - Student is able to identify several associations between traditional characters and a relevant situation.

- *Needs Improvement* - Student cannot make a connection between traditional charactes and their relation to different situations.

WORKSHEET
(HAVE GOT / HAS GOT)

Fill in the blanks. Use have / has got. Make all sentences related with each picture.

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