

LESSON PLAN-3

Name: DERYA BAŞER
İLKAY KADIOĞLU

School: Yeşilöz Primary School

Date: 30 November 2009

Time of lesson: 60 minutes

Class: 5th grade

Level: Elementary

No. of students: 8

Unit: 3 **Textbook:** Time for English

Lesson Objectives:

1. Students will listen, speak, read and write in English for information and understanding.
2. Students will tell the names of classroom objects.
3. Students will know the objects when they see the pictures of them.

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

to learn the names of the classroom objects

Procedure:

Interaction→ S-T-S

Timing→10 min

1. The teacher asks the students about classroom objects.
2. The students tell the objects existed in the classroom.

Activity 2

Aims:

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

to learn and practice about the names of classroom objects

Procedure:

Interaction→ S-T-S & S-S

Timing→15 min

1. The teacher loads the game on each computer.
2. Students take the squirrel to the hazelnut step by step.
3. They answer questions until they choose the correct option.
4. When they answer correctly, the squirrel goes further step by step.
5. When the squirrel reaches the hazelnut, the game is over.

Activity 3

Aims:

to practice about the names of classroom objects

to develop pronunciation of words

Procedure:

Interaction→ S-T-S & S-S

Timing→35 min

1. The teacher delivers bingo cards to the students.
2. The teacher delivers bingo cards and small cartoons to the students.
3. Students select their own bingo cards.
4. The teacher announces the classroom objects one by one.
5. When the teacher announces the object students have the picture of it on their own card, they cover that picture with small cartoons.
6. When the student covers all pictures on the card, s/he announces “BINGO” and s/he wins the game.

Assessment

Interaction→ S-T-S

Timing→5 min

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

Response

- *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 characters and their relation to different situations.