LESSON PLAN-4

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School: Yeşilöz Primary School

Date: 17 March 2009

Time of lesson: 40 minutes

Class: 6th grade

Level: Elementary

No. of students: 10

Unit: 3 **Textbook:** Spot On

Lesson Objectives:

1. Students will listen, speak, read and write in English for information and understanding.

2. Students will tell the names of foods.

3. Students will know the foods 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 make a relation between the subject and real world.

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

1. The teacher asks the students to talk about their favorite foods.

2. The students mention about their favorite foods one by one.

Activity 2

Aims:

to develop knowledge of words about foods, fruits and vegetables

to develop pronunciation of words about foods, fruits and vegetables

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

1. The teacher gives the address of the site they can learn additional food names.

2. Students enter the site.

3. They first learn the words one by one than play the game to monitor their learning.

4. They play the game until they learn the names of all foods in the game.

Activity 3

Aims:

to develop knowledge of words about classroom objects

to develop pronunciation and speaking skills

Procedure: **Interaction→** S-T-S & S-S   **Timing→**20 min

1. The teacher introduces wheel of fortune that consist of food's pictures.

2. The teacher forms two groups in the class.

3. Students in each group twirl the wheel of fortune and state their likes and dislikes one by one.

4. When the student tells the names of food correctly, that group gains 10 points.

5. At the end of tenth circle, the winner is determined according to the points of groups.

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 charactes and their relation to different situations.