**LESSON PLAN**

**Learners:**  Twenty six (26) **4th grade** primary- school pupils of elementary linguistic level, mixed ability, monolingual (Greek speaking), approx. 9-10 years of age

**Lesson duration:**  45-50 min

**Book** : School course book (Δ' τάξης) **unit 4** :Time- **Lesson 1**: Happy Birthday

**A brief description of lesson 1 (unit 4)**

Lesson 1 deals with listening & reading a birthday- party invitation and finding out particular information.

It focuses on the twelve months & four seasons of the year and on time prepositions ( IN + Months & ON + Dates).

It encourages learners to talk about their birthday, their favourite season and what activities they can do while it lasts, as well as to learn how to tell the time.

**A brief description of the designed lesson**

The teaching session which follows does not include all the above mentioned aims and tasks, due to the limited time -span of the lesson.

More specifically, the designed lesson starts with a miming game to help learners revise and further consolidate the months and seasons of the year and goes on with a linguistically focused activity where the target pupils, following the model sentences set by the teacher, report when their birthday is.

In the following stage the learners are trained into listening for specific information, whereas in the reading stage they are invited to fill in a table using the information included in the listening text. The aim here is to assist learners into transferring information from a verbal to a non-verbal mode of communication by applying the reading strategy of scanning.

The teaching session ends with the pupils' favourite TPR (total physical response) game entitled "Simon says" , through which their kinesthetic intelligence is addressed.

Below follows a detailed lesson plan, which is also provided schematically.

**DETAILED LESSON PLAN**

**Teaching aims:** To train learners (Ls) into

• listening and reading for specific information

• cooperating

• using information to formulate spoken discourse

**Learning objectives**

→To invite Ls to revise the 12 months and 4 seasons of the year

→To focus their attention on the appropriate use of Time Prepositions (in+ months, on+ dates) enhancing thus pupils' decoding skills

→To encourage Ls to transfer information from a verbal (text) to a non-verbal (table) mode of communicating and exercise reasoning skills

→To reinforce pair and group work encouraging thus collaborative learning

→To actively involve Ls into formulating spoken discourse based upon model language

**Classroom facilities/Aids:** Whiteboard, course book, computer, overhead projector , cassette player, photocopies

**Assumptions**

•The majority of the target learners are already familiar with the months and seasons as well as with weather conditions, (as they have been exposed to such language since their very first contact with English at school, i.e., initially the teacher herself asks and answers about the date & weather conditions of the very day, but as time goes by it is learners' turn to answer and write these pieces of information on the board), so they are not expected to face difficulties in handling the warm-up activities

•They are fond of taking part in game-like tasks

•They enjoy experimenting with the language

**Anticipated problems**

• The large number of pupils may inhibit the smooth progress of the lesson as some of the tasks work as a "stirrer"

• Cooperation within groups may also cause difficulties, as some learners may try to dominate the floor provided they are linguistically more advanced than others. As a result reserved or linguistically less able pupils may feel intimidated and thus reluctant to participate in the group tasks

•Time allotted may prove insufficient (however if the remaining activities take place during the subsequent lesson, learners will not lose sight of the learning objectives of the whole teaching instruction)

**Possible solutions**

• Dividing Ls into groups may eliminate any form of disruption

• Obstacles reserved pupils may face could be minimized by clear and precise instructions. Provision of ample time is another solution, which however may entail expanding task implementation time, fact that can 'undermine' the smooth progress and thus completion of the designed lesson plan. Yet, it is of vital importance to stress here that the language teacher's ultimate concern should be appropriate scaffolding provision in order to help young learners get essentially involved in the learning process and make the most of it. Such an approach can lead to gradual target language accommodation and assimilation and thus to higher self esteem.

**THE LESSON PLAN SCHEMATICALLY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Procedure** | **Learning objectives** | **Teacher-Learner role/ interaction** |  **material** | **time** |
| Warm up |  T (teacher) explains that unit 4 is about the 12 months and the 4 seasons of the year. Ls, in groups,take it in turns to call out the months & seasonsT writes a Zoom word on the board Ls should be paying attention to what she says throughout the lesson in order to be able and spot the zoom word. The pupil who manages to spot it first is the winnerT along with a number of Ss play a guessing game, miming some actions referring to particular months/seasonsT asks Ls to look at p. 46, guess what the lesson is going to be about and give a reason for their answer | TO:Revise the months and seasons of the year Encourage Ls follow the T closely through a gameAssist Ls in consolidating months/seasons through a miming gameInvite Ls to:• make inferences• exercise lower -level reasoning skills | T-Ls | Coursebook projected on the board | 10'  |
| Speaking/guided stage | T reveals when her birthday is. She makes up two sentences in order to include both prepositions, i.e., in+ month and on+ date, writes them on the board and encourages Ls to spot the differences between the 2 sentencesThen Ls report in class when their birthday is, making close reference to the model sentences written on the board | TO:Focus Ls' attention on linguistic elements, i.e, appropriate use of time prepositions  Provide further practice on the use of these prepositions by involving Ls in authentic task completion | T-LsLs-Ls | Board | 10' |
| Listening stage | T invites Ls to listen, read & find out who is having the party and why (task 2, course book, p. 46). As soon as they finish listening Ls are asked to discuss with their partner (pair-work) and see if they have come up with the same answers. One pupil provides the answers. T asks if the rest of the pairs agree. | TO:Train Ls into listening for specific informationBoost cooperation between them | T-LsLs - Ls | Cd player | 5'-7'  |
| Reading stage/scanning | Ls are provided with a handout in which a table is drawn with question words. Ls are asked to work in groups and fill in the table with the appropriate information from the text, within time allottedThen Ls take it in turns to provide the answers. | TO:Train Ls into the act of scanningHelp them transfer information from a verbal to a non-verbal mode of communication Direct Ls to a careful consideration of what is conveyed in the text  | Ls-Ls | Photocopy | 10' |
| Simon says game | The lesson ends with their favourite game "Simon says" | TO:Address their kinesthetic intelligence and create a relaxing atmosphere | T-Ls | - |  |
| H/W | T assigns H/W:work book, pp 30/31 ex 1 & 2 |  |  |  |  |

***THE TEACHING MATERIALS***

FILL IN THE TABLE CONSULTING THE TEXT

|  |  |
| --- | --- |
| WHO |  |
| WHAT (event) | Birthday party |
| WHEN |  |
| WHAT TIME |  |
| WHERE (address) |  |
| WHAT (can they do?) |  |

USE THE FOLLOWING INFORMATION TO CREATE YOUR OWN INVITATION

|  |  |
| --- | --- |
| WHO | Monica |
| WHAT (event) | Birthday party |
| WHEN | Saturday, April 5th |
| WHAT TIME | 6.00 pm |
| WHERE (address) | 32 Korinthou street |
| WHAT (can we do) | Play 'hide and seek' in the garden, tell jokes, sing, dance, play computer games and... much more! |

LOOK AT THE TEXT AND FILL IN THE TABLE (key)

|  |  |
| --- | --- |
| WHO | Sophia |
| WHAT (event) | Birthday party |
| WHEN | On Saturday, may 3rd |
| WHAT TIME | At 7.30 |
| WHERE (address) | 34 Peristaseos street |
| WHAT (can they do?) | Dance, play computer games, sing karaoke, play in the garden, have lots of fun, (surprises:dance/ song competitions\_ prizes for the best dancer/singer) |