**LESSON PLAN**

**SCHOOL**–ScoalaGimnaziala Nr.4 ,,ElenaDoniciCantacuzino’’ Pucioasa

**GRADE** – 4th

**LEVEL** – Beginner

**TEACHER** –ClipeaStefania Crina

**LESSON** –Animal Homes

**TYPE OF LESSON** – Revision/Consolidation

**DATE** –

**TIME** – 45 minutes

**TEXTBOOK**:Fairyland,Uniscan, Express Publishing House

**COMPETENCES**

2. Producerea mesajelor orale

2.2. Participarea la interacțiuni în contexte de necessitate imediată/ pe teme familiare

3. Receptarea mesajelor scrise

3.2. Identificarea semnificației globale a unui text simplu pe teme familiare

**AIMS**

At the end of the lesson students will be able to:

1. elicit information aboutAntarctica

2. elicit information about Penguins

3. describe animals and their homes

4. talk about the things they must/mustn’t do to save penguins

**SKILLS**

·        speaking

·        reading

**TECHNIQUES**

·        dialogues

·        group work

·        observation

·        explanation

·        pair work

**RESOURCES**

·        overhead projector

·        flipchart

·        whiteboard

·        notebooks

·        handouts

* Kahoot
* Plickers
* tablets

**ANTICIPATED PROBLEMS**

     Students might

* not remember correctly how to use comparative and superlative form of the adjectives
* bad internet connection
* encounter difficulties in using must/mustn’t in the newly acquired structure.

**ACTIVITIES**

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| **WARM UP** |  |
| AIM | \*creating a pleasant atmosphere for the English class;  \*helping students feel relaxed. |
| INTERACTION | \*T – Ss  \*Ss - T |
| PROCEDURE | \*T asks Ss*How are you today? / Is anybody absent? / Are you ready to start our new English adventure?*  \*Ss answer T’s questions; |
| ESTIMATED TIME | \*4 minute |

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| **TRANSITION TO THE NEW TOPIC** |  |
| AIDS | SS’ homework; the tablets |
| AIM | \*checking if there were any problems with their homework. |
| INTERACTION | \*Ss – Ss  \*Ss – T |
| PROCEDURE | \*T asks Ss what their homework was and checks it with the whole class  \*Ss read their homework sentences and play Kahoot in order to check previoius knowledge <https://create.kahoot.it/details/8568e6a0-c6d7-4e6a-9d48-72f23f5733c9> |
| ESTIMATED TIME | \*6 minutes |

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| **PRESENTATION:**  **1. LEAD IN ( pre-reading/pre-speaking/pre-writing/pre-listening)** | **A.** |
| AIDS | \*whiteboard, overhead projector,video |
| AIM | \*eliciting information about Anctartica; |
| COMPETENCES | 2.2. Participarea la interacțiuni în contexte de necessitate imediată/ pe teme familiare |
| INTERACTION | \*Ss – T  \*T – Ss |
| PROCEDURE | T tells students that they are going to listen and sing together the song ‘***’Deep, Deep, Deep’’*** to get into the atmosphere of the lesson and to start exploring new lands. <https://www.youtube.com/watch?v=oZhwagxWzOc>  Students sing and dance.  \*T announces that today’s lesson is a revision one about Animals and their habitat;  \*T writes the title of the lesson on the board;  \*T presents students a video about Antarctica  \*Students watch the video and then talk about it  Antarctica | Destination World  <https://www.youtube.com/watch?v=X3uT89xoKuc>  Teacher asks questions about the text  Students answer the teacher’s questions. |
| ESTIMATED TIME | \*10minutes |
| **2.** | **B.** |

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| **DEVELOPMENT/**  **PRACTICE** | | **Practice 1-** |
|  | |  |
| AIDS | | \*handouts; charts; flipchart/\*The text ‘’The penguins’ ; overhead projector, Plickers cards |
| AIM | | eliciting information about penguins; |
| COMPETENCES | | 2.2. Participarea la interacțiuni în contexte de necessitate imediată/ pe teme familiare |
| INTERACTION | | \*Ss – Ss  \*Ss - T |
| PROCEDURE | | \* Tasks students if they know what animals live in Antarctica  \*Ss take turns |
| ESTIMATED TIME | | 5 MINUTES |
|  | | **Practice 2** |
| AIM | | \*eliciting information about penguins |
| COMPETENCES | | 3.3 |
| INTERACTION | | \*Ss - Ss  \*Ss – T |
| PROCEDURE | | \*\*T gives Sts some handouts;  \*Teacher presents a text about penguins and students take turns reading  <https://www.plickers.com/library/5a9d96a6962e0d000417f7a7>  Teacher uses Plickers to check students’ comprehension  \*Sts use Plickers cards to answer the questions |
| ESTIMATED TIME | | \*4minutes |
|  | **Practice 3** | |
| AIDS | \*handouts | |
| AIM | \*To check information about penguins | |
| COMPETENCES | 3.3 | |
| INTERACTION | \*Ss –Ss (group work)  \*Ss – T | |
| PROCEDURE | T gives the Ss a worksheet to fill in with information about penguins  \*Ss work individually;  \*Teacher corrects the sentences if necessary.  Sts read their answers | |
| ESTIMATED TIME | \*3 minutes | |
| **PRODUCTION/ FEED-BACK (post-reading/post-speaking/post-writing/post-listening)** |  | |
| AIDS | \*A short presentation called ‘’ Help me, please!’’ | |
| AIM | \*To use Must/ Mustn’t in order to help animals in danger of extinction | |
| COMPETENCES | 2.3 | |
| INTERACTION | \*Ss- Ss  \*Ss – Ss  \*T - Ss | |
| PROCEDURE | \*Teacher shows students a short presentation about **Pingu** asking for help;  \*Students have to fill in a worksheet with Must/Mustn’t  Students read the sentences and teacher corrects if necessary | |
|  | In groups students have to solve different tasks: to write a poem about penguins, to draw a penguin and to put some words in the correct order to make a sentence about penguins and to write some parts of their body  Sts sing a song called ‘’We’re in it together!’’  <https://www.youtube.com/watch?v=tUHZsEtJXdk> | |
| ESTIMATED TIME | \*10 minutes | |

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| **Emotional Feedback/ Aims’ checklist** |  |
| AIMS | \*getting feed-back from the Ss |
| INTERACTION | \*Ss - T |
| PROCEDURE | \*T asks Ss to take a heart and post it on *Pingu* if they liked the lesson. |
| ESTIMATED TIME | \*1 minute |

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| **Assigning Homework** |  |
| AIM | \* |
| INTERACTION | \*T - Ss |
| PROCEDURE | \*T gives a worksheet and explain sts what they have to do  ***Guess the animal!*** |
| ESTIMATED TIME | \*1 minute |