

LESSON PLAN-2

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

- 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.

Activity 3

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
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- 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:

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

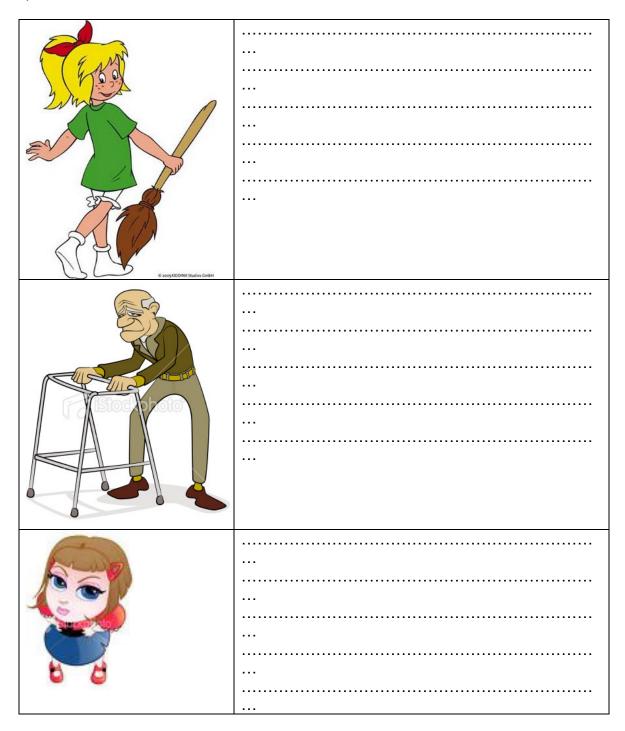
- *Excellent* Student can read all of the descriptive terms independently and consistently offers the correct choices for completing sentences.
- *Good* Student can read many of the descriptive terms independently and can offer the correct choices for completing sentences.
- *Satisfactory* Student can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

WORKSHEET (HAVE GOT / HAS GOT)

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



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