LESSON PLAN-1

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Date: 30 November 2009   **Time of lesson:** from 9 .to 10.

Class: 5th grade   **Level:** Elementary

No. of students: 8   **Unit:** 3   **Textbook:** Time for English

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Lesson Objectives:

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

3. Students will use a variety of intellectual skills to demonstrate their understanding of the traditional characters of their own culture

4. Students will focus on a fairly traditional subject, which will be served through new approaches of language teaching.

Anticipated problems:

Student cannot make a connection between the traditional characters and what these characters stand for, which might be taken as consequence of cultural differences

Materials:

- Whiteboard

- computer

- markers

- notebooks

- worksheet

- textbook

Activity 1

Aims:

to develop speaking skills

to take the attention of the students

to make them recall our national characters

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

1. The teacher asks the students who their favorite characters are.

2. If the students cannot say our national characters, they are assigned to googlize two of their favorite traditional characters from the web.

3. Talk about their characters and why they choose them.

Activity 2

Aims:

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

to develop writing skills

to practice about hobbies

to practice about present simple tense

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

1. The teachers want students to find their pairs and they are assigned to prepare a dialogue among two characters about hobbies.

2. They googlize different pictures of their selected national characters.

3. The students copy and paste these characters' pictures in Microsoft Office Word application. They create speech bubbles and they make dialogues about hobbies by using present simple tense.

4. They write three dialogues by using three different pictures of the characters they select

Activity 3

Aims:

to develop speaking skills

to practice about hobbies

to practice about present simple tense

to be able to role play

to develop their self-confidence

to reflect their talent

to be able to speak in front of others

to be able to handle their excitement

to develop ability to empathy

Procedure: **Interaction➔** S-T-S & S-S   **Timing➔**35 min

1.   The teacher gives 3 peer evaluation forms to each pair and tell them to evaluate their friends while watching their performances.

2.   The teacher gives 10 minutes for students to be ready for drama they prepare on word processor.

3.   Students play the roles of characters with the dialogues they prepare.

Assessment   **Interaction➔** S-T-S   **Timing➔**5 min

The teacher announces the pairs showing better or the best performance.

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.

PEER EVALUATION REPORT

STUDENT ID: _____   Group Name: _____

ACTIVITY	YOUR POINT	MAXIMUM POINT PER
GRAMMER: Are there any mistakes in the sentences ?	_____	25pts.
WRITING: Can he / she write well ?	_____	25pts.
PRONUNCIATION: Can you understand his / her words ?	_____	25pts.
TIME: Can he / she use the time efficiently ?	_____	25pts.

TOTAL SCORE: _____   over 100 pts.