

Lesson Plan

Teacher: Jeney Dalma IV/1.

Class: 4.

Topic: “The Gingerbread Man” shared story telling

The main aims of the lesson:

1. To develop memory: by learning new words
2. To develop listening skills: listening to and following the teacher’s instructions and to the story of the Gingerbread Man
3. To develop pronunciation and rhythm: rhyming and acting the action rhyme
4. To develop speaking skills: with answering teacher’s questions and as they are talking about their gingerbread man
5. To develop reading: with the pairing game, with the task of gap filling, with the mixed up lines of the story, by reading the rhyme together and with the animal alliteration
6. To develop cognitive skills: matching pictures with actions and sequencing the lines of the stories
7. To develop writing skills: writing words in the animal alliteration task
8. To develop vocabulary; creativity and cooperation.
9. To have fun by listening to the story.

Step	Time	Activities	Aims	Language Input	Grouping	Teaching Aids
0		Introduction				
1	2'	Warmer <i>You can sit down if you can/can't...</i> The teacher says statements, learners have to decide whether it is true or not for them. They can sit down if the statement is true.	To warm up students To make learners motivated To develop listening skills	Sentences with can, can't auxiliaries	Frontal work	
2	3'	Revision <i>Slow reveal</i> The teacher reveals pictures of different animals slowly. The learners have to name them by guessing.	To revise animal words To develop cognitive skills To develop speaking skills	Words of animals For example: bear, whale, cow, fox, horse, lion, tiger, elephant, crocodile, penguin, bat, mouse, panda, fish, snake, gorilla, rabbit, cat...	Frontal work	Pictures of animals
3	3'	<i>True or false</i> The teacher says statements about animals. If the statement is true the learners have to show the blue side of the disk. If the statement is false the learners have to show the other side of the disk which is red.	To develop listening skills To revise can/can't structure	Sentences with can, can't auxiliaries	Frontal work	Two sided coloured disks
4	4'	Lead in Find your partner! Each learner has got a piece of paper below their chair. There is a sentence on it that they have to memorise. The learners have to walk round the classroom saying out loud their sentence and find their partner. For example: 1 and 2 are pairs 1. I can swim but I can't play the piano.	To develop reading skills To develop cognitive skills (matching) To develop speaking skills To develop memory	Sentences with can, can't auxiliaries	Frontal work/ pair work	Pieces of papers with sentences

5	5'	<p>2. I can play the piano but I can't swim. Checking: Each learner says a sentence about herself and about her pair. For example: 1. I can play the piano but my pair/Laci/he can't. 2. I can swim but my pair/Zoé/she can't.</p> <p><i>Find the place of the lines</i> The learners work in pairs. Each pair gets a story cut into pieces. They have to find the right order of the lines of the story</p> <p>Penguin I'm a penguin. I'm a bird. Birds can fly, but I can't fly. Penguins can't fly. Oh why can't I fly? It's absurd. I'm a bird. But I can't fly!</p> <p>Checking: the teacher puts the right solution on the board. Learners can correct their mistakes.</p>	<p>To develop reading skills To develop cognitive skills To develop speaking skills To develop cooperation To develop logical thinking</p>	<p>Sentences with can, can't auxiliaries</p>	<p>Pair work</p>	<p>Story cut into lines, worksheet</p>
6	6'	<p><i>Animal alliteration</i> The teacher shows a sentence on the board "Big bears eating berries." and a picture next to it which helps understanding. Learners in groups try to fill in the gaps with the right words that suit the neighbouring words. There are some words on the board that help children finding the right ones. They can look at the board if they need help.</p>	<p>To develop reading skills To develop writing skills To develop cooperation and creativity</p>	<p>Sensing the difference between verbs, adjectives and nouns Improving vocabulary Words of animals</p>	<p>Group work</p>	<p>Worksheet</p>

7	8'	<p>Dirty dogs in the dirt. cats cooking carrots. Five fish snakes sliding. Red rabbits horses hiding hay. Purple pandas pictures. Many mice Tired talking. Green gorillas whales waiting in the water.</p> <p>Checking: each line is read out by a different learner.</p> <p><i>The Gingerbread Men</i> There are pictures on the board. The teacher introduces them to the learners: bowl, gingerbread, rolling pin, cookie cutter and oven.</p> <p>The teacher acts out the rhyme of the Gingerbread Men.</p> <p>Stir a bowl of gingerbread, smooth and spicy brown. Roll it with the rolling pin up and down. Take a cookie cutter and make some little men. Put them in the oven 'til half past ten.</p> <p>Mmmmmm.</p> <p>The teacher shows the lines of the rhyme to</p>	<p>To develop listening skills To develop speaking skills To develop reading skills To develop cognitive skills (matching) To have fun To make children motivated by moving and rhyming</p>	<p>New words: bowl, gingerbread man, rolling pin, cookie cutter, oven Sensing the rhyme</p>	<p>Frontal work</p>	<p>Written form of the rhyme, Pictures of the five items Pictures of the actions</p>
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8	10'	<p>the learners and starts saying it line by line and showing the activities as well. Learners have to repeat them.</p> <p>There are four pictures of the activities mentioned in the rhyme. The teacher asks the learners to put them to the right place.</p> <p>The learners say the whole rhyme together.</p> <p>Do you like gingerbread men? Have you cooked any? Now listen to the story of a gingerbread man.</p> <p>Shared story telling <i>The Gingerbread Man</i> While the teacher reads out the story she is communicating with the learners. I've got a book for you. It is about a gingerbread man. Come and sit down in a circle. p. 2 What is the house like? Where is it? Who lives in it? p. 3 Where is the old woman? What is she doing? p. 4 What is the gingerbread man like? Where does the woman put him? p. 5 What does he say? What does he want? What does the woman do? What does the gingerbread man do? p. 6 What happened then? p. 7</p>	<p>To develop listening skills To develop speaking skills To have fun</p>	<p>Sentences with can, can't auxiliaries Words of animals Answering questions</p>	<p>Frontal work</p>	<p>Story book</p>
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	<p>What does the gingerbread man say to the woman? p. 8 What does he see? What does the cow say? What does the cow want? What does the gingerbread man do? p. 9 What does he say to the cow? p. 10 What does he see? What does the horse say? What does the horse want? What does the gingerbread man do? p. 11 Can he run away? Can the horse catch him? p. 12 What does he see? What does the fox say? Does the gingerbread man stop? p. 13 What does he say to the fox? p. 14 What does the fox say? What does he want? Does the gingerbread man stop? p. 15 What does he see? Can he swim? What does the fox say? Does the gingerbread man sit on his tail? p. 16 What does the fox say? Where does the gingerbread man sit? p. 17 What happens then? p. 18 Can the fox swim across the river? What does the fox do? p. 19 What happens to the gingerbread man?</p>				
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9	3'	<p><i>Decorate your gingerbread man</i></p> <p>Each learner chooses a gingerbread man that he/she can decorate. When they are ready they introduce them to their partners.</p>	<p>To develop speaking skills</p> <p>To have fun</p>	Describing something	Frontal work	Gingerbread man samples
10	1'	<p>Ending</p> <p><i>Homework</i></p> <p>List the things you need to cook gingerbread men!</p> <p>First guess then look it up or ask your mother!</p> <p>Write it into your exercise book!</p>				
11		<p><i>Evaluation</i></p>				