

Lesson plan

Group profile

Class: The fourth class of primary school

Age of students: ten-year-old

Level of students: elementary group

Topic: “The bear chant”

Length of lesson: 45’ with a fast pace class

Aims:

- Expanding and practising vocabulary;
- Developing an understanding of the phoneme-grapheme correspondence;
- Practising the pronunciation of the words.

Objectives: By the end of the lesson the students:

- will revise prepositions of place;
- will be able to master pronunciation of several words;
- will be able to sound out the new words correctly;
- will be able to engage in constructive pair and group work;
- will understand the chant and will be able to act it out.

Aids:

- worksheets with the words rhyming with the word 'bear';
- worksheets with 'The Bear Chant' (adapted from *Caroline Nixon and Michael Tomlinson. 2005. "Primary Pronunciation Box", Cambridge University Press.*
- worksheets with English-Polish translation of the chant to give support to weaker students;
- pictures with a pear, a chair, hair;
- white paper with a cut-out keyhole in it;
- a bear mascot;
- a soft cotton bag;
- blackboard;
- magnets.

T = teacher, Ss = students

Time	Name of the stage/ Description of what the teacher and students are doing	Samples of Teacher's language	Inter-action pattern	Teaching Aids
4 min	<p><u>I.Organizational phase</u></p> <p>The T greets Ss and checks attendance. The T asks Ss to say where the bear is. They revise prepositions of place.</p> <p>The T introduces the objectives of the lesson.</p>	<p><i>T: Good morning students! How are you today?</i> <i>T: That's super! I'm fine today as well , thank you. Who would like to write the date on the board ? Any volunteers?</i> <i>Who is absent? Thank you. What about checking your homework? Thank you.</i> <i>During our previous lessons we were practising prepositions of place. So let's revise them. I will put on the board different pictures and I want you to say where the bear is.</i> (Ss look at the pictures and come to the board to write the correct preposition of place under each picture and then they make sentences such as: 'The bear is on the chair.', 'The bear is under the sofa.', 'The bear is behind the table.' etc.) <i>T: Thank you very much, nice work, well done.</i></p> <p><i>Today you will learn to read the chant about the bear.</i></p>	Lockstep T-Ss	The register, the pictures with a bear. All relevant data is available in appendix D-3, 4, 5, 6, 7, 8, page 98-101
5 min	<p><u>II. Introduction to the topic and presentation of the material</u></p> <p>The lesson starts with a guessing game.</p>	<p><i>T:Now, please guess what I have in my bag for you today. Does anybody want to come and touch the bag and guess what is inside?</i> <i>Ss: Me, me...</i> <i>T: Anna, come here please,</i> (The student touches an object in the bag and guesses.) <i>T: What is it?</i> <i>Ss:' miś' ?</i> <i>T: Yes. (The T shows the mascot f a bear) And this bear will be a hero of a chant we are going to read. How is 'Miś' in English?</i> <i>Ss: Bear.</i> <i>T:Please listen and repeat, 'bear'.</i> <i>Ss repeat.</i> <i>T: Repeat please.</i> <i>Ss: 'bear'.</i> <i>T :Please write the word 'bear' on the board.</i> (Ss write the word 'bear' on the board) <i>T: Are you ready for more guessing?</i> <i>Ss: Yes.</i></p>	T-Ss	A bag, a mascot, pictures, paper with a keyhole,
10 min	The T moves the keyhole around the	<i>T: Now imagine this is the door with a keyhole in it. Behind this door there is one thing and</i>	T-Ss	Board, chalk,

	<p>object so Ss could see different parts of it. Ss guess. If Ss have difficulties in guessing the words in English, they can give Polish equivalents and then T gives the English version of the word. The T stresses the vowel /ea/ and asks Ss to repeat again. The T corrects pronunciation if necessary and asks for Polish translation.</p> <p>Then the T erases 'b' and replaces it with 'p'.</p> <p>The Teacher gives out worksheets with Hairy Bear's page. The T says the words from the worksheet and asks Ss to listen to the final sound they share. Then Ss trace the blue marked letters.</p>	<p><i>guess please what it is?</i> (The hidden objects are chair, pear and hair) T: Please, who wants to write the word 'bear' on the board. Ss write the word 'bear' on the board. T: Please listen and repeat, 'bear'. Ss repeat. T: Repeat please. Ss: 'bear'. T: What is it? Ss: 'niedźwiedź'</p> <p><i>T: Now we have got another word with the same sound. Can you sound out this word? Does anybody want to try?</i> (Ss try to pronounce 'pear') <i>T: Now please listen and repeat, 'pear'.</i> (Ss repeat one after another) <i>T: What is it?</i> Ss: 'Gruszka'</p> <p><i>T: Here is the worksheet for you with a bear. Look at the words at the top of the page. Listen to these words, please.</i> (The T reads the words and Ss listen) <i>T: Tell me what sound you can hear in all of them?</i> (Ss try to identify the sound) <i>T: 'Bear', 'chair' and 'square' have the same sound. Please take pens and trace these words</i> (T shows what to do while speaking, Ss trace the words) <i>T: Now, please complete the words in each row with the spelling pattern represented by the word that stands at the beginning..(mixture of Polish and English)</i></p>		<p>optional worksheets with English-Polish translation of the chant.</p>
3 min	<p><u>III. Practice (repetition) and production</u></p> <p>Next the T gives out the worksheets with the chant and asks Ss to find in the text the words they found behind "the door" and write them on the board in a sequence they show up in the</p>	<p><i>T: Here is the chant for you. We are going to read it. Look carefully at it for a moment. There are the words you found behind the keyhole: bear, chair, hair, pear. Find and underline them.</i> (Ss do the task) <i>T: Have you finished? What have you found? Please let's read and write on the board the words.</i> (S says one word at a time and writes it on the board. The T asks Ss to arrange the words</p>	T-Ss	<p>Worksheet number 1. All relevant data is available in appendix D-1, page</p>

15 min	<p>story.</p> <p>The T reads the chant and Ss read along. (twice or three times). Then the T divides the class into groups of three. Each student takes a part of the chant 1,2 and 3. Ss act out the chant, reading their parts. The T checks for intonation and correct emphasis.</p>	<p>according to the sequence they appear in the chant. Ss do the task)</p> <p><i>T: Do you want to hear the chant now?</i> <i>Ss: Yes, please.</i> <i>T: So here it comes. Listen and read along the chant, please.</i> (Ss listen to the T's reading and read along the text twice or three times) <i>T: Let's read the chant now. Who wants to take part 1, 2 and 3?</i> <i>Ss: Me.....</i> (Ss read the chant and T monitors and corrects the pronunciation) <i>T: Now count to five and try to remember your number, please .</i> <i>Ss count to five.</i> <i>T: The ones sit together here, the twos here etc. and number one takes part 1 of the chant, twos take part 2 and threes take part 3. You will act out the chant, reading your parts. Do you understand what to do?</i> <i>Ss: Yes.</i> (Ss act out the chant in groups and then one group presents their chant in front of the class)</p>	T-Ss	96	Worksheet number 1. All relevant data is available in appendix D-1, page 96
5 min	<p>The next task in this lesson helps Ss revise the lesson vocabulary. Ss choose from the word bank the words rhyming with 'bear' and write them in the shape of a bear provided beneath it.</p>	<p><i>T: Here are next worksheets for you. You will work with a person sitting next to you. You have to choose from the word bank the words rhyming with 'bear' and write them in the shape of a bear provided beneath it.</i> <i>Have you got any questions about it?</i> <i>Ss: No.</i> <i>T: So have fun and after you finish we will check the answers</i></p>	<p>Ss in groups of three</p> <p>Ss in pairs</p>		Worksheet number 2. All relevant data is available in appendix D-2, page 97
3 min	<p><u>IV. Evaluation of learning. Giving homework assignment. Saying goodbye</u></p> <p>The T gives the Ss the positive feedback and sums up the lesson's aims. At the end of the lesson the T explains the homework.</p>	<p><i>T: Thank you very much for your work today. Did you like the lesson? Yes. I am happy with what you have done today.</i> <i>At home look at the wordbox on the worksheet number 2. Find two pairs of words that are pronounced the same (homophones). They look different but sound identically. (mixture of Polish and English).</i> <i>Do you understand what to do? I am going to collect them in order to assess them. Any questions? O.K.. So do your best!</i> <i>And have a nice day.....</i></p>	T-Ss		

APPENDIX

2 Write the words that rhyme with bear

stare ✓	near	there	here	jar	pear	hear	square
ear	chair	teddy	three	they	where	pair	wear
knee	hair	far	fair	are	arm		



'Hairy Bear's Page'

Adapted from the book by Caroline Nixon and Michael Tomlinson. 2005. "Primary Pronunciation Box", Cambridge University Press.

The bear chant

1 Run! There's a bear! Run! There's a bear!

2 Where? Where's the bear? Where? Where's the bear?

1 Over there!

2 Where?

1 Over there!

2 Where?

1 Over there! On a chair! Over there! On a chair!

2 Where? Where's the chair?

1 Near the square! Over there near the square!

2 Oh, yeah! Over there. Near the square. What's it doing over there?

1 It's eating a prickly pear.

2 What?

1 It's eating a prickly pear. Look out! It's coming!

2 Run! There's a bear! Run! There's a bear!

3 A bear? Over there? What's it like?

2 What?

3 The bear? What's it like?

2 It's got long, fair hair.

3 Long, fair hair?

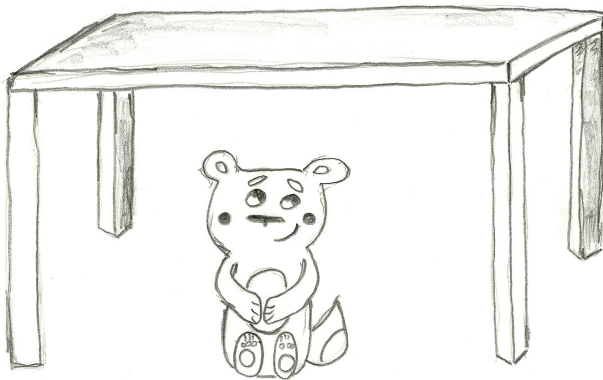
2 Yeah! It's got long, fair hair ... and BIG TEETH!

3 Run! There's a bear! Run! There's a bear!

Adapted from the book by Caroline Nixon and Michael Tomlinson. 2005. "Primary Pronunciation Box", Cambridge University Press.



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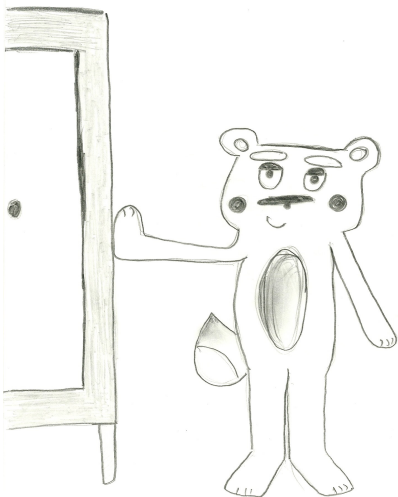
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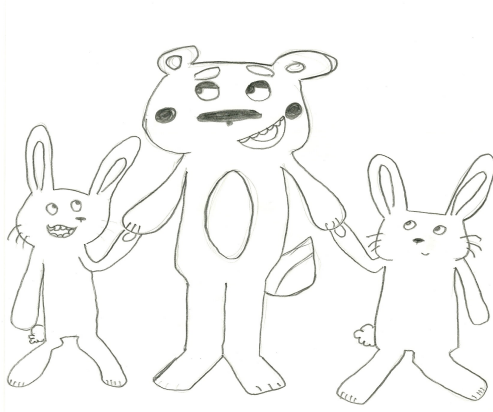
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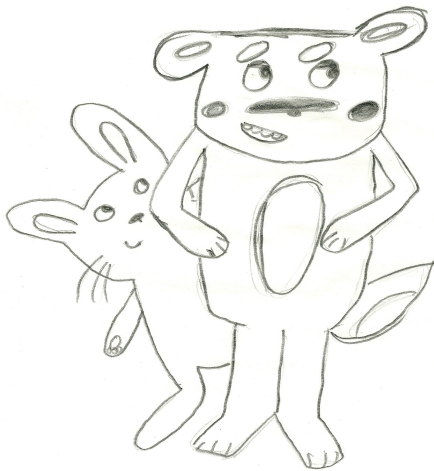
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