

Teacher training programme
"TECHNOLOGIES AND THE CLASSROOM"
27 June - 1 July 2016
Palanga

Participants' lesson plans for
PRIMARY CLASSES



Lesson plan 1

Authors: Daiva Riskiene, Egle Skoleviciene, Asta Sideikiene

Actions: Present Continuous General:

Time: 40 mins - 1 hour

Objectives: Using the Present Continuous tense talk about the activities you are doing now

Structures: "What are you doing?" "I am", "He is", "She is", "They are"

Target Vocabulary: running, walking, jumping, skiing, flying, rollerblading, swimming, playing the piano, playing the guitar, playing baseball, playing, riding a bike, singing a song.

New Learning and Practice:

1. Introduce the actions vocabulary by watching interactive flashcards and doing movements.

<https://www.youtube.com/watch?v=hzo9me2fdzg>

2. Watch a movie following the instructions below.

<https://www.youtube.com/watch?v=1q2JZjCSS2s>

1 Students sit in two rows back to back.

2 Position the screen so that it is facing one row of students.

3 The students who can see the screen have to tell the students sitting behind them what is going on using Present Continuous.

4 The non-viewers complete a worksheet. The non-viewers write down everything dictated to them and then compare their versions.

The idea is from <http://www.eslcafe.com/idea/index.cgi?display:952352979-17387.txt>

3. Individual practice of Present Continuous sentence structures.

<http://www.classtools.net/education-games-php/dustbin>

http://www.classtools.net/widgets/quiz_98/Present_Continuous_and_Movements_5cM4V.htm

4. Feedback

Join at www.kahoot.it

5. Homework:

Make a word cloud

<http://worditout.com/word-cloud/make-a-new-one>

Lesson plan 2

Authors: Vilma Zenavičiūtė, Renata Keliotienė, Jolita Kačinskienė, Nadežda Rusecka, Irma Zavistauskienė

Topic: CLOTHES

Form 4

Objectives: introduce new vocabulary; practise it and colours; practise Present Continuous.

Time (45 min)	Procedure	Materials and links
WARM UP (2 min)	T shows the word cloud. Ss guess the topic.	www.wordle.net
(5 min)	T introduces vocabulary words. Ss repeat.	http://www.learningchocolate.com/content/clothes-1
Matching task 1 (5 min)	Ss come up to the smart board and match the sounds with the words.	http://www.learningchocolate.com/content/clothes-1
Matching task 2 (5 min)	Ss come up to the smart board and match the words with the pictures.	http://www.learningchocolate.com/content/clothes-1
Pair work (12 min)	Looking at the same pictures with people wearing different clothes – S1 describes one person chosen and S2 recognizes.	Pictures with people wearing different clothes 

Drawing on the smart board (12 min)	Ss dress up the skeleton on the smart board (one by one come up to the board and put on 1 piece of clothing). The rest Ss write what the skeleton is wearing in their notebooks.	www.busyteacher.org
Optional task - Writing task.	Every S describes what the desk mate is wearing at the moment on the slips of paper. T collects them and invites a S to read out the description. Ss guess the person.	Slips of paper
Homework (1 min)	Ss get their home assignments at Edmodo. Ss draw and write about their favourite clothes.	Edmodo
Feedback of the lesson (3 min)	What have you learnt today?	

Homework: Draw and write about your favourite clothes

My favourite T-shirt	
My favourite trousers	

My favourite sweater	
My favourite jacket	
My favourite cap	
My favourite shoes	



Lesson Plan 3

Authors: Vilma Zenaviciute, Renata Keliotiene, Jolita Kacinskienė, Nadezda Rusecka, Irma Zavistauskiene

Topic: Clothes

Objectives: Pupils will be able to name 2-7 pieces of clothes and recognize the way some of them are spelled.

1. Introducing the topic and watching a video on clothes. (5 min.)
Showing and eliciting each word with pictures on a screen (no spelling provided yet).
Students listen and repeat the words (Mind their correct pronunciation) (3 min.)

Task 1. Match the word with the picture (paying attention to its spelling). Using screen capture technology (5 min.)

Task 2. Group-work. Name 5 pieces of clothes your friends in the group are wearing. (Using an interactive board game) Each member of the group comes to the board and writes a piece of clothes they managed to name within the group and the first group to write all 7 items on the board wins. (Mind no word spelling at this stage). Ask all students to find and correct misspelled words (if any). Elicit the spelling of all 7 words (10 min.)

Task 3. Word recognition task. Use a prepared task on an interactive board or a webpage for a game "hangman" (10 min.)

Self-assessment/ feedback of their knowledge (5 min.)

Homework (some internet addresses)

Lesson plan 4

Authors: Egle Cepulienė, Snieguolė Velickienė, Irena Pelakauskiene, Dalia Lapenienė, Jolita Raviniene, Olga Normantiene

Topic: My day

Form: 4

TIME (min)	LESSON'S STEPS	MATERIALS	CONTENT
5	Introduction game	Smartboard	
3	Objective of the lesson		Working in groups and in pairs, through listening and doing exercises you'll describe your day in 6 – 10 sentences.
6	Text creation practice	Telescopictext.com	Expansion of the text. Begin with "My day".
8	Singing a song		https://www.youtube.com/watch?v=m_KQAkY4eYA
5	Grammar practice	Working in groups	http://www.agendaweb.org/verbs/present-simple/index.html
6	Voting		http://www.kahoot.com „How often do you ...“
6	Grammar practice	Working in pairs	http://www.agendaweb.org/exercises/grammar/adverbs/frequency-1
4	Feedback	Smartboard	
2	Homework		<p>Write 6 – 10 sentences describing your daily routine (day) and be ready to present it in class</p> <p>V-1: read the text, be ready to answer teacher`s questions.</p> <p>V-2: retell the text, using the pictures</p> <p>V-3: retell the text without prompts</p>

Lesson plan 5

Authors: Egle Cepulienė, Snieguolė Velickienė, Irena Pelakauskienė, Dalia Lapeniene, Jolita Raviniene, Olga Normantiene

Topic: "Three little pigs"

Form: 4

TIME (min.)	LESSON'S STEPS	MATERIALS	CONTENT
3	Introduction game (grouping the students)	cards	A student chooses a card with an animal (pig, wolf, sheep, ...). They have to introduce themselves (your appearance, abilities, likes and dislikes) Ex.: I'm a wolf. I live in the forest. I've got sharp teeth. ...
3	Objective of the lesson	discussion	In what fairy tale can you meet these animals? Working in groups, after watching and listening you're going to describe an animal in 3-5 sentences.
8	Vocabulary practice	Quizlet	https://quizlet.com/144127949/three-pigs-flash-cards/?new
6		Watching the film	https://www.youtube.com/watch?v=K_LCDWbntI4 Students have to name the main characters of this video.
5		Watching the film again Use Screen Capture	https://www.youtube.com/watch?v=K_LCDWbntI4 During watching the film (without sound), the teacher describes each animal. Cuts the parts of the film and sends them for the students.
8	Working in groups		Each group has to write a short description about the animal (introduction game)
6	Lesson revision Presenting the description.		Each group has to present in 3 – 5 sentences the descriptions about the animal.
4	Feedback		How Ss managed to fulfil the task.
2	Homework	Edmodo	Edmodo quiz https://www.edmodo.com/home#/group?id=20989371

Lesson plan 6

Authors: Yulia Khrustaleva, Natalja Starovoitova, Irina Resetnikova, Nina Grigorjeva

Form: 2

Topic: Food

Objectives:

- Practicing new vocabulary;
- Using vocabulary in grammar structures " I like", "I don't like";
- Making simple sentences through songs and games.

Lesson procedure:

1. Greetings and warm-up activities. (3 min.)
2. Introducing the topic of the lesson. (1 min.)
3. Revising words with the help of brainstorming tool (mind-mapping) (7 min.)
<http://www.popplet.com>
4. Repeating words with Flashcards (IWB) (3 min.)
<http://englishvocabularylists.blogspot.it/2008/10/fruit-and-vegetables-vocabulary-list.html>
5. Highlighting the words in the puzzle (individual work with Smartboard) (5 min.)
<http://www.eslgamesplus.com/food-vocabulary-word-search/>
6. Making simple sentences (oral work) (5 min.)
7. Singing a song using grammar structure " I like" (IWB) (6 min.)
<https://www.youtube.com/watch?v=7IKclr67ajY>
8. Work in teams (listening activity-riddles-screen capture technology and IWB) (9 min.)
9. Feedback (3 min.)
10. Self-assessment (cards with smiles) (1 min.)
11. Teacher's assessment (3 min.)

Lesson plan 7

Authors: Roze Azbukauskiene, Violeta Kalandarisvili, Audrone Tunikiene

Topic: Asking and telling the time

Form: 4

Objectives: Tell the time and ask about the time, use time expressions. (***U1 Extra speaking.***)

Methods: video analysis, discussion, demonstration, work in groups, individual work

Engaging students.

Watching a silent video "Alarm".

https://www.youtube.com/watch?v=MkgGc5u_Ni8&list=PLPsYz1k-HVNMQyhK76P9Kr_PVBmsvVsJT&index=13

A short discussion about the video. Children say what the lesson will be about, how many clocks they could count in the video. What time did they notice on the clocks?

Study. Students review time expressions and Present Simple.

For Present Simple the teacher can give activities from the web page English grammar online.

<https://www.ego4u.com/en/cram-up/grammar/simple-present/form>

Students can review time expressions using a program "Random name picker".

<http://www.classtools.net/random-name-picker/>

Time in numbers is written in the circle, students have to say the picked time in English using time expressions, and they can also say a full sentence using Present Simple and time expressions.

Activate.

Students work in pairs or groups, they have to create or finish and act out.

<http://www.makebeliefscomix.com/Comix/>

Children match the commix pictures with the given sentences, fill in the empty word bubbles or draw missing characters. Students have to order the pictures. Students act out of commix.

Task for homework.

Create a short (using 6-9 sentences) commix about your family, use time expressions and Present Simple for routine, every day actions.

Lesson plan 8

Authors: Agne Tumaite, Jolanta Zygiene, Malgorzata Wasilewska, Raminta Inciuriene, Zaneta Budriene

Topic: Months & seasons

Form: 3

1. Brainstorming & Introduction (word cloud) --10 min.
2. Practice (listen and repeat - learningchocolate) -- 10 min.

<http://www.learningchocolate.com/content/months>

<http://www.learningchocolate.com/content/months>

3. Song (Macarena) -- 5 min.

<https://www.youtube.com/watch?v=rZ6NJWNzBqE>

4. Activities (Quizlet learningchocolate) -- 10 min.

<https://quizlet.com/144142174/months-flash-cards/> combined with Lithuanian

OR:

<https://quizlet.com/3703526/months-flash-cards/> combined with numbers

5. Feedback: group work (<https://answer garden.ch/311395>) -- 5 min.

Lesson plan 9

Authors: Agne Tumaite, Jolanta Zygiene, Malgorzata Wasilewska, Raminta Inciuriene, Zaneta Budriene

1. Revision (<https://quizlet.com/144142174/months-flash-cards/>) -- 10 min.
2. Grammar presentation (Jing Structure In + months/seasons) -- 5 min.
3. Birthday game (divide Ss into groups according to months) -- 5 min.
4. Posters about months & seasons <http://learnenglishkids.britishcouncil.org/en/reading-practice/seasons>
(Write sentences 'My birthday is in June' 'It's in summer') -- 10 min.
5. The song 'When is your birthday' (genkienglish.com) -- 10 min.
6. Reflection (close your eyes and count how many months you remember?) -- 4 min.
7. Homework quiz at edmodo.com -- 1 min.

Lesson plan 10

Authors: Rasa Tsodikov, Iveta Ambrulaitiene, Rima Norkiene, Marina Muzyka, Vita Volskiene

Topic: Animals (action words)

Objectives:

- a. Review words *monkey, snake, elephant, kangaroo, penguin*.
- b. Learn action words *swing, slither, stomp, jump, waddle*.
- c. Learn to match nouns to action words.

1. Show students flashcards of animals on Quizlet.com. Ask students if they know the names of the animals pictured. Use LEARN (allows to type in animal names under each picture) and SPELLER (type what you hear) buttons as well.

<https://quizlet.com/144124858/flashcards>

2. Play the song "Let's go to the Zoo" on Youtube.

<https://www.youtube.com/watch?v=OwRmivbNgQk>

Have a discussion about the animals and what they do. Replay the song and encourage the students to sing it.

3. Have students work in groups of 2 and complete an assignment of matching animal names to action words on edmodo.com

https://www.edmodo.com/quiz?quiz_id=9332343&print=true

(Assign groups by using a Random Name Picker on <http://www.classtools.net/random-name-picker/>)

Lesson plan 11

Authors: Rasa Tsodikov, Iveta Ambrulaitiene, Rima Norkiene, Marina Muzyka, Vita Volskiene

Topic: Animals (descriptive words)

Objectives:

1. Review words *monkey, snake, elephant, kangaroo, penguin*.
2. Introduce descriptive words *big, small, funny, sad, long, short, black and white, red, blue, fast, slow*.

1. Display animal flashcards from Quizlet.com and have a student-centered discussion about what the animals look like (big, small, long, short, etc.)

<https://quizlet.com/144124858/animals-flash-cards/>

2. Google forms assignment: complete the sentence by adding a descriptive word to the sentence (individual work):

<https://docs.google.com/forms/d/1EkjWnDZz2VbiaqrXoxGqvd8kcjo5uQwxJK7ERHHsQMI/edit>

3. Have students work in groups of 4 and come up with more descriptive words for each of the animals. Students are allowed to use Google Search and Google Translate.

(Assign groups by using a Random Name Picker on <http://www.classtools.net/random-name-picker/>)

