**Lesson Plan Template**

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| **Authors** | | | |
| Name(s): | *Name 1 Aysenur*  *Name 2 Zainab*  *Name 3 Minju*  *Name 4* | | |
| **Details** | | | |
| **Course** | | | |
| *2nd grade English (Pets)* | | | |
| **Unit Title** | | | |
| *Animals* | | | |
| **Grade Level** | | | |
| *2nd grade* | | | |
| **Time** | | | |
| *4 hours* | | | |
| **Content** | | | |
| **Learning Outcomes [ASSURE (State Objectives)]** | | | |
| The second year students will remember the pets name when they see the pictures and they will ask wh- questions about pets with 80% accuracy.  -asking and answering what is… & where is… questions.  -making plural form of several pet names.  -using locational prepositions in a sentence.  -learning vocabularies related to pets, house furniture, pet shops etc.  -identifying certain pets. | | | |
| **Instructional Materials & Media [ASSURE (Select Strategies, Technology, Media and Materials)]** | | | |
| googleform <https://docs.google.com/forms/d/e/1FAIpQLSemtx9C-NniVwXQ5isiXn1iF_CkhxTt7JjIsbxzL1BF24CrtA/viewform?usp=sf_link>  weebly website <https://eds266project.weebly.com/> | | | |
| **Learning-Teaching Methods [ASSURE (Select Strategies, Technology, Media and Materials)]** | | | |
| Audio-Lingual Method, gamification | | | |
| **Teaching Activities [ASSURE (Utilize Technology, Media, and Materials and Require Learner Participation)]** | | | |
| *Audio-Lingual Method is focused on pronunciation and fluency of the language. It is also suitable for younger learners. Dialogue between two or more than two people is commonly used to learn a language in this method. Teacher reads the dialogue and students repeat after teacher. As students’ dialogue speaking skill improves, teacher to student or student to student dialogue speaking take place. In this class, I will prepare a dialogue that is taking place in a pet shop. In this way, students can have more confidence in speaking. They can also learn some pet names and object names that are in pet shops.*  *For gamification activity, I would make an online matching game. There are some game creating programs online. I would use the one that has flipped card. When students click a card, the card will be flipped back and the pet on that card will be shown. There are two same pets in one set of flipped cards. Flipping back the whole card to show all the pets on the card is the goal of the game. Students will pair up and work on it. The pair that completes the task first will get prize. But at the end of the game, I would give prize to every student in class as an encouragement.*  *Worksheets about vocabularies, matching activities, plural forms, identification of pets by looking at the picture of pets etc. will be provided to every student. Individual and group work will take place to complete the worksheets. It will be also given as an individual homework and for assessments.* | | | |
| **Individual Learning Activities** | | | Matching, worksheet (making plural forms, using locational prepositions etc.) |
| **Group Learning Activities** | | | chants and songs, Q&A, drawing and coloring |
| **Summary** | | | |
| First, the class will be start with some pictures of pets. After the introduction of the class, dialogue reading will be started. The dialogue will be a conversation between a pet shop owner and a customer. As a customer ask questions regarding what is… and where is… , students will be able to identify several pets and learn some locational prepositions.  After this, the online game is going to start. The purpose of the game is to increase the interest and enjoyment of student in their identification of certain pets. Students will work in pairs. Students can enjoyably master identifying some pets. The first pair who finishes the game will be given a prize. But at the end of the game, everyone in the class will be given prize.  After the game, coloring and matching worksheets will be given to students. Matching and coloring again helps identification of pets. Coloring will be given as a homework since it might take some time for student to complete coloring. This will be the end of the first session of the class.  (Second session of the class will most probably take place in a different day. )  In the first session, students got familiar with the name of the pets. They can now identify them. When what is… question about the pet is asked, students can answer correctly.  In the second session will be started with some locational prepositions. The dialogue which was used in the first session will be used once more. Where is… questions are focused in this session. Looking at picture of the pet shop and also a house, students will learn how to ask where is… question and answer correctly with a locational preposition in a sentence. For instance, if a teacher ask “where is the cat?” student will answer “It is on the sofa.” , looking at the picture on the screen. The location of the pets will be changing constantly and the locational prepositions that students should will also change. Student will learn using locational prepositions here.  After this, making plural form will be taught. Worksheet is going to be distributed. Looking at the pictures of pets on the paper, student and teacher will try to write correct form of the pet name. (singular or plural) After working together, student will also try to verbally answer in singular or plural form looking at the pictures in the screen.  Lastly, the vocabulary will be taught. Pictures that has some pets, furniture, and objects in pet shop will be on the screen. Teacher will read it and students will repeat after it. Identifying those vocabularies is the goal. Relevant worksheet is also given to students. | | | |
| **Measurement & Evaluation** | | | |
| In-class performance (both group and individual), worksheet, googleform (survey-looking questions) | | | |
| **Measurement & Assessment Activities for Individual Performance** | | worksheet, dictation through drawing activities | |
| **Measurement & Assessment Activities for Group Performance** | | Q&A, chants and songs | |
| **Homework (optional)** | | grammar and vocabulary exercise worksheet, matching paper | |
| **Explanation** | | | |
| The reason that I didn’t want to use formal and standardized evaluation in this class is to make more play-like and enjoyable learning for students. I believe 2nd grade students should enjoy class for more effective learning. Thus, I would like to evaluate 2ne grade students through observation of in-class performance. Also, through checking worksheets that students solved, I will be able to know how much or to what extent the students understood. In this way, I believe I can help students to learn in more stress-free and delightful way. | | | |
| **Explanation regarding to the implementation of the plan** | | | |
| In this class, I will be teaching English by talking about pets. Firstly, I would like to bring a dialogue which takes place in pet shop. This dialogue is happening between a pet shop owner and a customer. Customer will ask where is… questions and the owner will explain it through using locational prepositions. After several where is… questions, customer will start asking what is… questions. As the owner answers questions, students can learn the name of the pets and some name of the objects that are in the pet shop. I would use Audio-Lingual Method to promote students’ speaking.  Later when students get used to the dialogue, the application of the combination of new vocabularies and locational prepositions will be used.   Students will also get to identify some pets through gamification. There is a gaming program online. The pictures of animals are on each card. As students click the cards they will be flipped. If students click a card with a hamster and another card that also has hamster on it, positive sound effect will come out and those cards will remain flipped, showing the hamster pictures. The goal of the game if flipping the whole card. In this way, students can enjoyably learn to identify the pets. If the internet connection of the school or if there is any problem with the technological tools, I will also be prepared to do offline game with flash cards or realia.  Worksheets, such as coloring pets, vocabulary exercise, preposition exercise, matching sheet, will be provided. In the beginning of this lesson, I will start with simple and enjoyable worksheets like coloring or matching. Later in the lesson, students will also be able to do some grammar related worksheets, such as preposition exercise, and also vocabulary exercise. The level of the worksheet should be appropriate for students. Thus, observing students and their worksheets will be important. If the worksheet is too easy, I will always have some different extra worksheets so that I can hand it out to students. If the worksheet is too difficult, I will lead the whole class to finish the worksheet all together. | | | |
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