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**Методическая разработка урока английского языка с детьми младшего школьного возраста**

Lesson 10 A (Module 5, Spotlight 3)

**Lesson Plan**

*Course-book/Unit/Lesson:* ***Spotlight 3 (Authors:*** *Virginia Evans, Jenny Dooley, Nadezhda Bykova, Marina Pospelova) Module 5/Lesson 10 a “Clever Animals” /pages 78-79*

**Lesson Plan. Aim:**By the end of the lesson the children will be able to tell about what some animals can and cannot do.

*Skills:* developing *reading/listening / speaking/writing skills*

*New Language:* ***crawl, spider, seahorse, walk, tortoise, talk, parrot***

*Revision:can/can’t, animals*

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| |  | | --- | | **Activity/Time**  **(45 min.)** | | **Procedure** |  | |  | | --- | | **Comments** | |
| **Teacher Does/Says** | **Pupils Do/Say** |
| 5 min  **Warm-up** *“Chinese Whispers”* | Says an *animal*: *sheep, cow,* *rabbit, dog, cat* and so on.Whispers the word to the student next to him/her, round the group. The last student says the word that they have heard. | Whispers the word to the child next to him/her, and so on, round the group. The last child says the word that they have  heard. | *On the board there are some posters (“Farm Animals”, ”Wild Animals”)* |
| 10 min  **Presentation ( new words)** | Introduces a new word (***spider, seahorse, tortoise)*** by showing its picture.  Says the word and asks the class to repeat.  Checks pronunciation  Says it again if necessary.  Presents new words ***crawl, walk, talk***through mime, expressions, and gestures. Checks in L1 that SS understand new words.  Asks individual pupils to repeat the word and then the whole class again (drilling). | Repeat the words  Children guess what the teacher is doing and call out the words.  Say the words. | New words are written on the board.  Use L1 if necessary |
| 5 min  **Practice.**  **Listening**  **(for gist,**  **for specific information)** | Gets SS to listen to a song *(p.78).* Explains the activity: *Listen and say what the song is about?*  Asks themto put the pictures from the song in an order*.*  Asks themto open the textbooks and check their answers. | Books closed.SS listen to the song to get the main idea.  SS listen to the song again. Put the pictures of animals in an order.  Then, children open the books, look at the pictures and check their answers. | Sets of pictures on desks. |
| 5 min  **Practice.**  **Speaking** | Gets SS to pracrise dialogues in pairs. Writes prompts on the board to elicit questions e.g. *Can parrots talk? Can spiders talk?* | In pairs, SS complete the questions and answer them.  Do ex. 2 p.78. Describe the pictures. | Prompts on the board.  Examples of SS answers :  *Birds can fly and sing, but they*  *can’t talk.*  *Dolphins can swim and jump, but*  *they can’t walk.*  *Chickens can walk and run, but they can’t fly.* |
| 5 min  **Practice.**  **Reading**  **(predicting, skimming,**  **scanning)** | Gets SS to read the story about a pet chimp (p.79, ex.3). Asks them what they think will be in the text. Then asks them to answer the questions (1-6, p.79) | Do ex. 3 p.79. Answer the questions. | Prompts on the board. |
| 10 min  **Personalization .Writing** | Tells SS to write about their or their friend’s pet. Tells to inform about what the pet can and cannot do. | Do ex. 4 p.79. Describe a pet. | Prompts on the board or on the desks. Check that pupils know  what to do. Use L1 if necessary. |
| 5 min  **Homework** . **‘I can do’ questionnaire** | Explains SS homework. Gets SS to fulfill simple forms of self-assessment where the child  should define how he/she assesses his/her work. | Copy H/W, fulfill forms of self-assessment | Comment on what is good. Explain how it could be better. Keep encouraging your SS by telling them how well they’re doing. |

**Post-lesson reflection note**

My lesson builds on *Lesson 10 A (*Module 5, ***Spotlight 3).*** The lesson is based on teaching *vocabulary* and on developing *reading/listening/speaking and writing skills*. An important aim of this lesson is to teach students the vocabulary: *crawl, spider, seahorse, walk, tortoise, talk, parrot.* Students continue their study of the verb *can*. They learn and practice *can/can’t* for abilities. They have already been using *can* for abilities, permission and requests. The form and use are very easy for them but incorrect pronunciation of forms can cause some problems. They need plenty of practice and encouragement.

My students are in the 3rd form; they are very clever and sociable, but easily get frustrated, so they need praise and encouragement. They like English language learning very much.

At the presentation stage, I introduced new words (***spider, seahorse, tortoise)*** by showing pictures. I said the word and asked SS to repeat. I presented new words ***crawl, walk, talk***through mime, expressions, and gestures. After that I asked individual pupils to repeat the word and then the whole class again (drilling).

At the practice stage, SS listened to a song and put the pictures from the song in an order. They practised dialogues in pairs, because they liked working in pairs more than talking to the whole class. I took part in the activity myself.

Then pupils read the story about a pet chimp and then wrote about their or their friend’s pet (what the pet can and cannot do).

I always look for ways to personalize, i.e. get pupils to say something about themselves using the new words.

I think that they enjoyed the lesson and really learned the words taught, because they successfully fulfilled a lot of tasks.

Of course, teaching *vocabulary*, I could use more ways to remember *new words:* e.g. using small cards, drawing simple pictures, and so on. Variety of activity can really help, so I try to balance intensive and less demanding activities.