

Teacher's Name

Özge Yörük

Date of Presentation

24.04.2013

Duration

50 minutes

Age of students

11-12

Class

5

Linguistic Level

Elementary

Skill focus

Teaching vocabulary with the help of the poem, Two Funny Little Red Apples.

Learner Outcomes

By the end of the lesson students should be able to;

- know the meanings of some adjectives such as funny, cold, kind, pretty, clean,
- describe the pictures and match them with the phrases,
- Reorder sentences in accordance with the poem.

Assumptions

Students have already known;

- meanings of some adjectives such as little, small, big and new,
- numbers,
- colors,
- simple present and past tense.

Potential problem and solution

Students may have a problem understanding the poem.

- Teacher provides some pictures about the poem to make sure that students understand it,
- Teacher also gives meanings of the some vocabularies that students may not know.

Materials

- Some pictures about the poem,
- Two pictures in order to make students convey the meaning of words, cold and clean,
- Work sheets for students including the poem and vocabulary practice.

PROCEDURE

Greeting:

T: Good morning class.

Ss: _____.

T: How are you today?

Ss: _____.

T: I am fine, please sit down.

PRE-TEACHING

Warm-up:

✎ The aim of the warm-up section is to arouse student's interest and motivate them for lesson. Besides, the pictures hanging in this part help them in order to comprehend the poem more easily.

In this part of lesson, teacher firstly asks the students whether they love apple or not. While they are answering, the teacher sticks up a few pictures about the poem, Two Funny Little Red Apples, on the board and wants them to describe the pictures.

The teacher could use mother tongue as students' linguistic level is elementary while asking these questions.

T: Okey children, I have a question for you.

Do you love apple?

Ss: _____.

T: Well, what do you see in these pictures?

Ss: _____.

Lead-in:

✎ The aim is to introduce some new vocabularies to the students by using the poem, Two Funny Little Red Apples.

In this section teacher firstly gives worksheets to each student and reads the poem once. While reading, students are expected to follow the teacher and try to understand it. Secondly, teacher asks them to read the poem silently and find the vocabularies which they have never met.

The teacher uses the target language while speaking. However, s/he could use the mother tongue for explanations.

T: Now, I will give you a worksheet and there is a poem related to these pictures in the first page.

I am going to read the poem once and you are going to follow while I am reading. Okey?

Ss: _____.

T: Is it clear?

Ss: _____.

T: What is happening?

Ss: _____.

T: Now, we are going to read the poem again but this time silently and you are going to circle the words you do not know.

WHILE TEACHING

↪ The aim is to teach five determined new words. If the students tell a word apart from determined ones, teacher can just say the meaning and skip it.

The teachers wants them to tell the words which they circle and say that they learn the meanings of them. New vocabularies are taught according to their order in the poem. While teaching, different vocabulary teaching techniques are tried to use for each one and steps in teaching vocabulary are applied.

T: Okey children, can you tell me the words?

Ss: _____.

T: Now, I am going to teach you their meanings.

Teaching techniques for each word

Funny: Students are expected to guess the meaning of funny with the help of teacher's questions.

T: Do you like cartoons such as Tom and Jerry, SpongeBob, etc.

Ss: _____.

T: How are they?

Ss: _____.

Cold: It is taught with the help of a picture.

T: How is the weather in that place?

Ss: _____.

Kind: The teacher calls two students on the board and makes them role-play. While students making role play, they use their mother tongue. The teacher could use the mother tongue to explain the situation, as well.

T: Who wants to come here? I want two people.

Ss: _____.

T: Suppose that you are at the bus station.

You wait a buss. You do not know how to go to the city centre and have to ask someone.

Don't forget that you do not know eachother.

Ss: _____.

T: Okey children, tell me how they behave eachother?

Ss: _____.

Pretty: It is taught with the help of the word 'beatutiful'.

T: What is the meaning of 'beautiful'?

Ss: Güzel.

T: Pretty and beautiful have the same meaning. That means ?

Ss: Güzel.

T: Yes. Hoş, güzel.

Clean: It is also taught with the help of a picture.

T: How is the kitchen in picture?

Ss: _____.

POST TEACHING

Activity 1 (3 minutes)

↪ The aim of this activity is to teach students correct spelling of words and increase their comprehension.

T: We are going to make some exercises, students.

Are you ready?

Ss: _____.

T: Alright then, look at the first exercise and write the correct phrases under the pictures.

You have 3 minutes.

Ss: _____.

Activity 2

↪ The aim of this activity is to make students understand the poem and gain correct spelling.

T: In activity two, there are 5 sentences in mixed order about the story of the poem.

Put into order the sentences and write them in the box below.

T: Is it clear?

Ss: _____.

Task

↪ The aim of this task is to improve students' speaking ability.

In this task, students draw a card from the box. The words, funny, cold, kind, pretty and clean are written in these card and students are expected to choose one of them. Then teacher asks them what comes to their mind when they see the selected word and gives them a few minutes to think. After they think, they are expected to talk in pairs. Three or four of them tell their opinions to class.

T: You will choose a card from the box, okay?

Ss: _____.

T: What comes to your mind when you look at the word?

Think for a while.

Is it clear?

Ss: _____.

T: Now, talk in pairs.

Ss: _____.

T: Who wants to talk about the card?