

LESSON PLAN

Grade: 5

Unit: Unit 1 – Hello!

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>"Greeting and meeting people Nice/Glad to meet you. Nice meeting you. Me, too. My pleasure. Expressing likes and dislikes What is/are your favorite class(es)? —My favorite class(es) is/are ... —I like English and maths. I don't like/dislike/hate... Making simple inquiries Where do you study? —I study at Atatürk Secondary School. How many languages do you speak? —One. I speak Chinese. —Two. I speak English and German.</p>	<p>Listening E5.1.L1. Students will be able to understand simple personal information.</p> <p>Speaking E5.1.S1. Students will be able to introduce themselves and meet other people. E5.1.S2. Students will be able to exchange simple personal information.</p> <p>Reading E5.1.R1. Students will be able to read and understand picture stories, conversations and cartoons about personal information. E5.1.R2. Students will be able to read and understand timetable for their lessons.</p>
TESTING & EVALUATION	
<p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers."</p>	

1st Week: 9-13 September Time: 40+40+40

Objective: Students will learn and practice vocabulary related to countries, nationalities, and personal introductions.

Lesson 1: Get Ready & Listening

1. Let's remember the countries and nationalities. Match the countries with the nationalities. Then say the Turkish names of them. (Page 10)

Tell your students: "Let's start by matching countries with their nationalities."

Instructions:

- Ask students to match the countries with their corresponding nationalities on page 10.

- After matching, have students say the Turkish names of the countries and nationalities.
- Discuss the answers as a class and provide feedback.

2. Before you listen, answer: Where are you from? Say the city/town/village. (Page 11)

Tell your students: "Let's share where we're from."

Instructions:

- Ask students to answer where they are from by naming their city, town, or village.
 - Have them share their answers with the class.
 - Encourage them to use full sentences when sharing.
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Lesson 2: Listening Comprehension

3. Listen and match the pictures with the names. (Page 11)

Tell your students: "Let's listen to the audio and match the names with the correct pictures."

Instructions:

- Play the recording.
- Students listen carefully and match the pictures with the correct names on page 11.
- Review the answers as a class, discussing any mistakes.

4. Read the questions about part 3 and say the answers. (Page 12)

Tell your students: "Let's answer some questions based on what we heard."

Instructions:

- Ask students to read the questions about part 3 on page 12.
 - Students answer the questions orally in pairs or small groups.
 - Discuss the answers as a class to ensure understanding.
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Lesson 3: Speaking Practice

5. Listen to part 3 again. Make similar dialogues. (Page 12)

Tell your students: "Let's practice making dialogues based on what we heard."

Instructions:

- Play the recording from part 3 again.
- Ask students to work in pairs to create similar dialogues, using the structure and vocabulary from the audio.
- Encourage them to practice speaking clearly and confidently.
- Have some pairs present their dialogues to the class.

6. Listen and sing the song. (Page 12)

Tell your students: "Let's have some fun by singing a song!"

Instructions:

- Play the recording of the song on page 12.
- Students listen to the song and then sing along.
- Repeat the song a few times to build confidence in pronunciation and rhythm.

2nd Week: 16-20 September Time: 40+40+40

Objective: Students will enhance their understanding of nationalities, schools, and languages through puzzles, reading comprehension, and speaking activities.

Lesson 1: Puzzle Time & Reading

7. Do the puzzle. Read the nationalities and write the countries. (Page 13)

Tell your students: "Let's solve a puzzle by matching nationalities with countries."

Instructions:

- Students complete the puzzle on page 13 by matching the nationalities with the correct countries.
- Discuss the correct answers as a class, helping students with any difficult vocabulary.

8. Before you read, answer: What is your school's name? (Page 14)

Tell your students: "Let's start by sharing the names of our schools."

Instructions:

- Ask students to think about and share the name of their school.
 - Have them answer this question individually and then share with the class.
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Lesson 2: Reading Comprehension

9. Read the dialogue and underline the language names. (Page 14)

Tell your students: "Let's read a dialogue and find the names of languages."

Instructions:

- Students read the dialogue on page 14.
- They underline the names of languages mentioned in the text.
- Review the language names as a class, ensuring everyone understands.

10. What schools do they go to? Write the names. (Page 14)

Tell your students: "Let's identify which schools the characters go to."

Instructions:

- Ask students to write down the names of the schools the characters attend, based on the dialogue they read.
 - Discuss the answers as a class and correct any mistakes.
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Lesson 3: Speaking Practice

11. Work in pairs. Ask and answer about your school and the languages you speak. (Page 14)

Tell your students: "Let's talk about our schools and the languages we speak."

Instructions:

- Pair up students and have them ask and answer questions about their schools and the languages they speak.
- Encourage them to use full sentences and practice their speaking skills.
- Have a few pairs share their conversations with the class.

12. Match the capital letters with the small letters to find out the names of your classes. (Page 15)

Tell your students: "Let's match letters to reveal the names of your classes."

Instructions:

- Ask students to match the capital letters with the small letters on page 15.
- This will help them discover the names of their classes.
- Review the answers together as a class.

3rd Week: 23-27 September Time: 40+40+40

Objective: Students will improve their listening, reading, and speaking skills through various activities related to personal introductions and school subjects.

Lesson 1: Listening Practice

13. Before you listen, look at the pictures and learn. (Page 16)

Tell your students: "Let's prepare for listening by looking at the pictures."

Instructions:

- Ask students to look at the pictures on page 16 and discuss what they see.
- Introduce any new vocabulary related to the pictures.
- Prepare them for the listening activity by asking them what they think they will hear.

14. Listen and write the names of the girl and the boy on the picture. (Page 16)

Tell your students: "Let's listen and identify the characters."

Instructions:

- Play the recording.
 - Students listen and write the names of the girl and the boy in the correct places on the picture.
 - Check the answers as a class.
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Lesson 2: Listening Comprehension and Pair Work

15. Listen again and write the missing information. (Page 17)

Tell your students: "Let's listen again and fill in the gaps."

Instructions:

- Play the recording again.
- Students listen and write the missing information in the spaces provided on page 17.
- Review the answers together, ensuring everyone understands.

16. Work in pairs. Read the topic below. Act out dialogues. (Page 17)

Tell your students: "Let's practice acting out dialogues based on a topic."

Instructions:

- Pair up students and have them read the topic on page 17.
 - They create and act out dialogues, focusing on greetings, introductions, and discussing school subjects.
 - Have some pairs present their dialogues to the class.
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Lesson 3: Reading and Speaking Practice

17. Before you read, answer: How many languages do you speak? (Page 18)

Tell your students: "Let's share how many languages we speak."

Instructions:

- Ask students to think about and answer how many languages they speak.
- Encourage them to share their answers with the class.

18. Read the beginning of the conversation. Look at the picture story and the keywords. Complete and act out the rest of the dialogue. (Page 18)

Tell your students: "Let's complete and act out a conversation."

Instructions:

- Students read the beginning of the conversation on page 18 and look at the picture story and keywords.
- They complete the rest of the dialogue using the provided keywords.

- Encourage them to act out the completed dialogue in pairs.

4th Week: 30 September-4 October Time: 40+40+40

Week 4: Reflection, Project, and Self-Assessment

Objective: Students will reflect on their learning, work on a project, and assess their own performance.

Lesson 1: Reading & Writing Practice

19. Before you read, answer: How many lessons have you got in a day? (Page 19)

Tell your students: "Let's share how many lessons we have each day."

Instructions:

- Ask students to think about and answer how many lessons they have in a typical day.
- Encourage them to share their answers with the class.

20. Read Selim's timetable and fill in the second timetable for yourself. (Page 19)

Tell your students: "Let's read a timetable and create one for ourselves."

Instructions:

- Students read Selim's timetable on page 19.
 - They fill in their own timetable in the second table provided.
 - Discuss the different subjects and activities they include.
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Lesson 2: Assignment and Project Work

21. Prepare a visual dictionary. Write the new words. Draw or stick pictures for them. (Page 20)

Tell your students: "Let's create a visual dictionary to help us remember new words."

Instructions:

- Ask students to prepare a visual dictionary where they write new words they've learned in this unit.
- They should draw or stick pictures next to each word to help them remember.
- Encourage creativity

This Plan is successfully applied during within the scheduled time.

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