

LESSON PLAN

Grade: 5

Unit: 9 – ANIMAL SHELTER

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Asking for permission (Making simple inquiries) Can we adopt/get an animal? Can I feed the birds? —Of course you can. —That’s not a good idea. —Not right now.</p> <p>Describing what people/animals are doing now What is/are ...doing? —The cat is climbing the tree. —The boy is feeding the birds. —The vet is examining the rabbit. —The puppies are playing.</p>	<p>Listening E5.9.L1. Students will be able to understand descriptions of what people/animals are doing at the moment.</p> <p>Speaking E5.9.S1. Students will be able to talk about what people/animals are doing at the moment. E5.9.S2. Students will be able to ask for permission. E5.9.S3. Students will be able to use simple utterances to describe what other people are doing at the moment.</p> <p>Reading E5.9.R1. Students will be able to understand short and simple texts about what people/animals are doing at the moment.</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>	

31st Week: 5-9 May Time: 40+40+40

Objective: Students will learn vocabulary related to animals and shelters, practice listening and speaking skills, and understand the context of animal shelters.

Lesson 1: Get Ready & Listening

1. **Do you remember the names of these animals? Look and match. There’s one extra name.** (Page 106)

o **Instructions:**

Ask students to look at the pictures on page 106 and match them with the correct animal names.

Discuss the one extra name and why it does not match any picture.

Have students share their answers by reading the names aloud in turns.

2. **Before you listen, answer: What is your favourite animal? Why?** (Page 107)

o **Instructions:**

Initiate a discussion by asking students to share their favorite animal and explain why they like it.

Encourage them to use full sentences in their explanations.

Ask a few volunteers to share their answers with the class.

3. **The Johnsons go to an animal shelter. Listen to them. Which animals are there at the shelter? Put a tick (✓).** (Page 107)

- **Instructions:**

Play the audio and ask students to listen carefully.

Have them put a tick next to the animals mentioned in the audio.

After listening, ask students to raise their hands and share which animals they ticked.

4. **Listen to part 3 again. Which animals do the Johnsons want? Write in the blanks.** (Page 107)

- **Instructions:**

Play the audio again and ask students to listen carefully.

Have them fill in the blanks with the animals that the Johnsons want.

Invite students to read their completed sentences aloud to check answers.

Lesson 2: Speaking & Listening

5. **Work in groups of three. Ask your parents' permission to adopt an animal. Ask and answer questions as in part 3.** (Page 107)

- **Instructions:**

Group students into threes.

Have them role-play asking for permission to adopt an animal, following the example in part 3.

After the role-play, ask one group to perform their dialogue for the class.

6. **Before you listen, answer: Which animal do you want to adopt? Why? Explain briefly.** (Page 108)

- **Instructions:**

Ask students to think about which animal they would like to adopt and why.

Encourage them to share their thoughts with the class.

Invite a few students to stand up and explain their choice.

7. **Listen to the CD and answer: Who is missing in the picture?** (Page 108)

- **Instructions:**

Play the audio and ask students to listen carefully.

Have them identify who is missing from the picture based on the audio.

Ask students to raise their hands and share their answers.

Lesson 3: Listening & Matching

8. **Listen to part 7 again and answer the questions.** (Page 109)

- **Instructions:**

Play the audio from part 7 again.

Ask students to answer the questions about the audio.

Encourage students to discuss their answers in pairs before sharing with the class.

9. **Do you know the names of baby animals? Guess and match the mother with the baby and its picture. You can use your dictionary.** (Page 109)

- **Instructions:**

Show the list of animals on page 109 and ask students to match the mothers with their babies.

Allow them to use a dictionary if needed.

Ask students to come to the board and write their answers.

32nd Week: 12-16 May Time: 40+40+40

Objective: Students will continue practicing listening and speaking skills, engage in reading comprehension, and learn about the activities at an animal shelter.

Lesson 1: Reading & Speaking

10. Before you read, answer: Have you got a pet? What pet do you want to have? (Page 110)

○ **Instructions:**

Ask students if they have pets and what kind of pets they would like to have.

Encourage them to share their answers with the class.

Select a few students to share their answers with a partner, then report back to the class.

11. Look at the picture and read the text about the dwarfs. Write the names on the picture. (Page 110)

○ **Instructions:**

Ask students to look at the picture on page 110 and read the accompanying text.

Have them write the names of the dwarfs on the picture.

Ask students to check their answers with a partner before discussing as a class.

12. Read the text again. Write true (T) or false (F). (Page 110)

○ **Instructions:**

Ask students to reread the text and mark the statements as true or false.

Review the answers together.

Call on individual students to explain their choices for true or false answers.

Lesson 2: Puzzle & Listening

13. Look at the photos and find these animals in the puzzle. (Page 111)

○ **Instructions:**

Show the photos and the word puzzle on page 111.

Ask students to find the animals in the puzzle.

Have students compare their findings with a partner before sharing with the class.

14. Before you listen, answer: Do you go to animal shelters? Why/Why not? (Page 112)

○ **Instructions:**

Engage students in a discussion about visiting animal shelters.

Encourage them to share their reasons for visiting or not visiting shelters.

Ask a few students to present their reasons to the class.

15. Listen to the dialogue. Guess and match the words with their definitions. (Page 112)

○ **Instructions:**

Play the audio and ask students to listen to the dialogue.

Have them match the words with their definitions based on the dialogue.

Have students discuss their answers in small groups before reviewing together.

Lesson 3: Listening & Description

16. Listen to part 15 again. Answer the questions. (Page 112)

○ **Instructions:**

Play the audio from part 15 again.

Ask students to answer the questions related to the audio.

Have students write their answers on the board to check as a class.

17. Work in pairs and make a telephone conversation. You are at an animal shelter. What are your friends and animals doing? Ask and answer. (Page 112)

○ **Instructions:**

Pair up students and have them role-play a telephone conversation discussing what their friends and

animals are doing at the shelter.

After the conversation, ask a few pairs to perform their dialogues in front of the class.

18. Look at the picture. What are the people and the animals doing? Describe them. (Page 113)

○ **Instructions:**

Ask students to observe the picture on page 113.

Have them describe what each person and animal is doing in the picture.

Invite students to describe the scenes aloud while pointing at the picture.

33rd Week: 19-23 May Time: 40+40+40

Objective: Students will consolidate their learning by engaging in creative activities, speaking tasks, and completing a final assignment.

Lesson 1: Speaking & Matching

19. Read and match the dialogues with the pictures. There's one extra picture. (Page 114)

○ **Instructions:**

Ask students to read the dialogues on page 114 and match them with the correct pictures.

Discuss the extra picture and its relation to the dialogues.

Have students share their matches with the class by holding up the corresponding pictures.

20. Look at the picture and correct the sentences. (Page 114)

○ **Instructions:**

Show the picture and sentences on page 114.

Ask students to correct the sentences based on the picture.

Invite students to read their corrected sentences aloud.

21. What do you want to do for an animal shelter? Read the sentences and put a tick (✓). Then say. (Page 115)

○ **Instructions:**

Ask students to read the sentences on page 115 and choose the activities they would like to do for an animal shelter.

Have them share their choices with the class.

Encourage students to explain their choices aloud to their peers.

22. Draw an animal shelter and colour it. Then explain: What are the animals doing? (Page 115)

○ **Instructions:**

Provide materials for students to draw and color their own animal shelter.

Ask them to explain what the animals in their shelter are doing.

Have each student present their drawing to the class and explain the activities.

Assignment

Mime animals in front of the classroom. Your friends guess the animal. (Page 116)

○ **Instructions:**

Have students take turns miming different animals.

The rest of the class guesses which animal is being mimed.

Encourage students to guess by raising their hands and stating their answers.

Work in groups. Prepare posters to help animals in your neighborhood. (Page 116)

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

Uygundur .../.../...

Okul Müdürü