

LESSON PLAN

Grade: 5

Unit: 10 – FESTIVALS

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing general events and repeated actions (Making simple inquiries) How does Ayşe celebrate Ramadan? —She visits her relatives. Children dance and sing on Children’s Day in Turkey. Chinese wear colorful clothes in Chinese New Year. Naming numbers numbers 100, 200, ..., 1000 Children’s Day / Chinese New Year Eid / Ramadan / Independence Day</p>	<p>Listening E5.10.L1. Students will be able to understand simple texts about festivals around the world. E5.10.L2. Students will be able to identify numbers from 100 to 1000. Speaking E5.10.S1. Students will be able to describe the events in a festival in a simple way. E5.10.S2. Students will be able to tell numbers from 100 to 1000. Reading E5.10.R1. Students will be able to understand visually supported short texts about festivals around the world.</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. 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. 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>	

34th Week: 26-30 May Time: 40+40+40

Objective: Students will explore vocabulary related to festivals, practice listening and speaking skills, and understand the significance of different festivals.

Lesson 1: Get Ready & Listening

1. **Do you know these festivals’ names? Follow the lines and find out.** (Page 118)

Instructions:

- Have students look at the festivals and their images on page 118.
- Ask them to match the names of the festivals with the correct images by following the lines.

2. **Before you listen, answer: What is your favourite festival? Why?** (Page 118)

Instructions:

- Initiate a discussion by asking students to share their favorite festival and explain why they like it.
- Encourage them to think about the activities, food, and traditions associated with the festival.

3. **Listen and number the pictures.** (Page 118)

Instructions:

- Play the audio for the activity.

- Ask students to listen carefully and number the pictures in the order they are mentioned in the audio.

4. **Listen to part 3 again and answer the questions.** (Page 118)

Instructions:

- Play the audio again.
- Have students answer the questions based on the listening.

Lesson 2: Speaking & Reading

5. **What do people do on Ramadan Feast in Türkiye? Use the keywords and describe.** (Page 118)

Instructions:

- Review the keywords with students (e.g., mosque, relatives, sweets).
- Ask them to use these keywords to describe the activities during the Ramadan Feast in Türkiye.

6. **Before you listen, answer: When is the Children's Day?** (Page 119)

Instructions:

- Engage students in a discussion about Children's Day and when it is celebrated.
- Encourage them to share what they know about the day.

7. **Listen to Sam and Selin's dialogue. Which festival are they talking about? Put a tick (✓).** (Page 119)

Instructions:

- Play the dialogue between Sam and Selin.
- Ask students to listen carefully and identify the festival they are discussing by ticking the correct option.

Lesson 3: Listening & Speaking

8. **Listen to part 7 again. Read the sentences and write true (T) or false (F).** (Page 119)

Instructions:

- Replay the dialogue.
- Have students read the sentences and determine if they are true or false based on the audio.

9. **Work in pairs. Ask and answer questions about the festivals in Türkiye as in part 7.** (Page 119)

Instructions:

- Pair up students and have them ask each other questions about festivals in Türkiye, following the structure of the dialogue in part 7.
- Encourage them to use complete sentences and provide detailed answers.

35th Week: 2-6 June Time: 40+40+40

Objective: Students will deepen their understanding of global festivals, enhance speaking and writing skills, and learn to express their thoughts on cultural events.

Lesson 1: Reading & Speaking

10. **Before you read, answer: What festivals do you know around the world? You can search the Internet.** (Page 120)

Instructions:

- Ask students to name different festivals celebrated around the world.
- Encourage them to do a quick search if possible or share what they already know.

11. **Read the texts and match them with the pictures.** (Page 120)

Instructions:

- Have students read the short texts about various festivals.
- Ask them to match each text with the corresponding picture.

12. **Work in pairs. Ask questions beginning with "How ..." about part 11, and answer.** (Page 120)

Instructions:

- Pair up students and have them ask and answer questions about how the festivals mentioned in part 11 are celebrated.
- Encourage them to use the “How” question structure for practice.

Lesson 2: Speaking & Writing

13. **Look at the pictures and the dates. What do we do in Türkiye on these days? Explain briefly.** (Page 121)

Instructions:

- Show students the pictures and dates related to Turkish festivals.
- Ask them to explain what is traditionally done in Türkiye on those days.

14. **What are your New Year’s wishes? Read the example and write.** (Page 122)

Instructions:

- Discuss with students what they wish for the New Year.
- Have them read the example provided and then write their own New Year’s wishes.

Lesson 3: Writing & Reading

15. **Look and read the postcard for the Chinese New Year. Prepare a postcard for the Ramadan Feast.** (Page 122)

Instructions:

- Show students the example of the Chinese New Year postcard.
- Ask them to create their own postcard for the Ramadan Feast, focusing on cultural elements.

16. **Before you read, answer: Which festival do you like most in Türkiye?** (Page 123)

Instructions:

- Initiate a discussion by asking students which Turkish festival they like the most and why.
- Encourage them to think about the traditions and activities associated with the festival.

36th Week: 9-13 June Time: 40+40+40

Objective: Students will consolidate their knowledge by practicing numbers in context, completing creative tasks, and preparing a final project.

Lesson 1: Reading & Speaking

17. **Read the text and answer: What do people do on 23rd April?** (Page 123)

Instructions:

- Have students read the text about 23rd April.
- Ask them to answer questions about the activities that take place on this day.

18. **Answer the questions.** (Page 124)

Instructions:

- Ask students to answer the comprehension questions related to the text they just read.
- Review the answers together as a class.

Lesson 2: Listening & Matching

19. **Before you listen, count to 100 ten by ten.** (Page 124)

Instructions:

- Practice counting with students, focusing on increments of ten.
- Ensure everyone is confident with their numbers before moving on to the listening task.

20. **Listen and repeat these numbers.** (Page 124)

Instructions:

- Play the audio of numbers being recited.
- Ask students to listen and repeat the numbers to practice pronunciation and number recognition.

21. **Listen and write the numbers.** (Page 125)

Instructions:

- Play the audio again, this time asking students to write down the numbers they hear.

Lesson 3: Game Time & Assignment

22. **Look, read and match. There's one extra number.** (Page 126)

Instructions:

- Show students the numbers and their written forms.
- Ask them to match the correct written form with the number, noting that one number does not match.

23. **Count from 100 to 1000 with your friends.** (Page 126)

24. **Cut out the Bingo cards below and prepare more cards like them. Write the numbers you want between 511-585. Listen to your teacher and play Bingo.** (Page 127)

Instructions:

- Guide students in creating their Bingo cards with numbers between 511-585.
- Play a Bingo game using the cards to practice number recognition.

Assignment:

Work in groups of three. Choose a festival from this unit. Prepare a poster and make a presentation about it. (Page 128)

Instructions:

- Divide students into groups of three.
- Assign them the task of choosing a festival, creating a poster about it, and presenting their work to the class.

Final Task:

- **Write the new words in your visual dictionary. Stick or draw pictures for them. Complete and present your dictionary.**
- **Self-Assessment:** Reflect on what they have learned and their ability to listen, understand, and describe festivals.

This Plan is successfully applied during within the scheduled time.

İngilizce Öğretmeni

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

Okul Müdürü