

Lesson plan – English, year 2

Topic: Pets

Content and Language Integrated Learning in terms of language, science and social studies

Duration: 45 minutes

Operational aims:

Students can:

*name pets and make simple sentences about them

*rearrange jumbled words to make sentences

Teaching aids:

*flashcards with pets

*a worksheet

*a recording of any tune for the movement game

*a box with pieces of paper with song titles (known by the students) on them

The course of the lesson

1. Warm-up:

The teacher greets the students by saying: “Good morning, children”, the students reply by saying: “Good morning, teacher”. The teacher asks one student to draw a piece of paper from the box.

Then, everyone sings the selected song together. (The teacher has a box with titles of the songs the children have learnt written on pieces of paper. A song can be drawn from the box and sung at the beginning or at the end of each lesson).

2. Presenting new material, a mind map:

The teacher quickly revises the phrase “I’ve got” and asks students to finish the sentence, e.g. “I’ve got a book. I’ve got a sister. I’ve got a dog.”. Then she presents the flashcards with pets (cat, dog, rabbit, parrot, guinea pig, hamster, fish) and says: “There are some pets. Do you know their names? What’s this?”. The students name the pets, if they don’t know the name of the animal, the teacher says it and has the children repeat it. The teacher pins the flashcards to the board and writes the names of the pets underneath. The teacher and the children create a mind map, the teacher asks questions, such as “Where does it live? (in the house, in the cage, in the tank); What does it eat? (fruit, seeds, carrots, dog food, cat food); What can it do? (jump, run, climb, hide, squeak)”. The students answer and the teacher writes the answers on the board. The teacher encourages the pupils to make sentences with the phrases from the mind map, e.g. “A fish can swim. A rabbit likes carrots. A fish lives in a tank.”

3. Jumbled sentences:

The teacher distributes worksheets among the children. The students cut out the words and make sentences. After checking and reading the sentences the students stick them to the worksheet, next to the pictures of pets:

A fish lives in a tank.

A parrot can fly.

A dog eats dog food.

A cat likes milk.

4. Musical pets:

The children walk around the classroom to the rhythm of any tune, the teacher names a pet and the students move like the animal, e.g. "Be a rabbit! Be a cat. Be a dog!"

5. A class survey:

The teacher asks "who has got a dog/cat/rabbit etc.?" The students raise their hands, the teacher counts them and writes the number on the mind map next to the animal. The teacher writes sentences on the board and the pupils copy them, e.g. "10 students have got a dog. 5 students have got a cat. 1 student has got a rabbit"

6. Summing up:

The teacher asks a few volunteers to talk about pets using the sentences they remember from the lesson by looking at the mind map.