## План урока

## Учителя английского языка Начальной школы № 98 «Хрусталик» Сосновской Анны Юрьевны

**Level**: elementary

**Age**: 8-9

**Topic**: My Toys

Aim: By the end of the lesson the students will be able to practice the names of toys and to say where they are

Materials/Equipment: Spotlight 2 (V.Evans, J. Dooley, N.Bykova, M.Pospelova) Student's Book, Spotlight 2 (V.Evans, J. Dooley, N.Bykova, M.Pospelova) Teacher's Book, a toy box, a set of toys: a Teddy bear, a toy soldier, a ballerina, posters «Toys», DVD video Spotlight 2 (V.Evans, J. Dooley, N.Bykova, M.Pospelova),

http://www.britishcouncil.org/

http://www.teachingenglish.org.uk/

http://learnenglishkids.britishcouncil.org/

Activity	Teacher Says/Does	Students Do	Skills Developed	Time	Comments
1 Greeting, aim of the lesson. 1.1 Introduction of new vocabulary	Good morning, children. Today we are going to have an unusual lesson. Look, I want to show you something, but sssh I can hear somebody's voice Can you hear that? You know, I have brought a box with me today and it is a toy box. (I invite children to repeat «A toy box»). Have you got such boxes at home? Today we are going to speak about a toy box and about what there is in it. (Then I shake the box, so that the children can hear that there is something in the box and say «Who is in the box?». I look inside and say «Oh, it is a Teddy bear!» (I invite children to repeat «A Teddy bear »). Her name is Sue. She came to our lesson to tell us about toys.	Ss repeat «a toy box» and say that they also have got such boxes at home.  Ss repeat «a Teddy bear» and say if they also have got Teddy bears and their names.	Speaking. Listening and reading the unknown text of the song with the help of known words.	7 min	I consider that teaching English with songs is the best tool so that children could learn it faster. I think that music and mimics improve the process of learning, that's why I decided to look for songs to teach them. I found several songs on the BRITISH COUNCIL website, I decided to subscribe to it immediately and have it as a handy tool for my future classes.

	( N				
	(«Hello! My name is Sue»). Have you got				
	Teddy bears? Who has got a Teddy bear?				
	What is his/ her name? Tell me, please. Now				
	look at the IWB (it is a karaoke version), first				
	we'll listen and then we'll try to sing with the	Ss look at the IWB, listen to			
	girl. The girl tells us about her favourite	the song and then sing.			
	Teddy bear. A song:				
	«A bear named Sue»				
	http://learnenglishkids.britishcouncil.org/en/so	Ss name different animals,			
	ngs/bear-named-sue Do you like the song? Do	words that they know.			
	you want to know what else there is in our toy	Ss repeat «a ballerina, a toy			
	box? Can you guess? Let's try! We have got a	soldier» and say who likes to			
	ballerina! ( I invite children to repeat «A ballerina »). Who likes to play with it? And	play with these toys.			
	what else have we got? A toy soldier! (I show a	p.a.,			
	toy soldier and invite children to repeat after				
	me). Who likes to play with it?				
1.2	And now we see all toys from our toy box. ( I	Ss repeat the prepositions	Using new grammar	3 min	
Introduction	put them again in the box and say) Look, they	after me.	material.		
of new	are <b>in</b> the box. (I emphasise this word and				
grammar	invite children to repeat after me). Then I come				
material	to the shelf and with the help of it I explain the				
	words <b>on, under.</b> The I ask them «Where is a	Ss answer my questions.			
	toy box?» I show and they answer.				
2.Review	Now open your SBs, page 80, ex. 2. Tell me,	Ss answer my questions.	Speaking. Working in pairs	7 min	Work in SBs
2.1 Review of	what can you see in the pictures? Yes, we can		and small groups.		
new	see a shelf, a table, a toy box and a bed. And we	Ss work in pairs and small			
vocabulary	can see a Teddy bear. Where's the Teddy bear? Let's read the answer. Then I ask the children	groups and make their own dialogues. Then some of the			
and grammar	questions, they answer and make their own	Ss act out their dialogues.			
	dialogues.	33 act out their didlogues.			
2.2 "Kim's	Now, boys and girls we'll play a game.	Ss name different toys trying	Speaking	4 min	
game" for	http://www.teachingenglish.org.uk/language-	to guess the hidden one.	Aims		
practicing	assistant/primary-tips/toys		To introduce new toy		
new	Kim's game		vocabulary		

vocabulary	I use the same toys as before plus a few more (toy animals for example) and lay them out onto a tray or other flat surface, so that I would be able to cover the area or remove it from the children's eye range. I practise them saying the names of the objects until I think they can remember most of them. Then I cover the tray and discreetly remove one of the toys. I show them the tray again and see if they can see and say which toy has been removed. I replace the toy and repeat a few times until they understand how the game works. I can then ask for volunteers to take my place and hide the toys.		To practise questions 'Is it a?' with nouns and 'It's /It's a' answers. To encourage individual speaking time.		
2.3 Finding pictures, practicing new vocabulary	Posters I give out posters. The children are in charge of finding pictures of toys and grouping in terms of colour or type of toy and displaying their work. <a href="http://www.teachingenglish.org.uk/language-assistant/primary-tips/working-pairs-groups">http://www.teachingenglish.org.uk/language-assistant/primary-tips/working-pairs-groups</a>	Ss find pictures, name them, group in terms of colour or type of toy and display their work.	Speaking. Working in pairs and small groups. Posters used to practise categorizing skills, reviewing colours and names of toys.	4 min	Work with the posters
3. Reading the dialogue and finding the info where is the Teddy Bear	Ok, boys and girls, now we are going to read the dialogue. Open your SBs, ex. 3 and tell me, please, what can you see in the pictures? Is Chuckles happy or sad? Why? They say their versions.  I switch on the video with ex. 3 on the IWB, we listen and watch, then we read and some ss act out a small part of the dialogue.	Ss try to understand with the help of pictures what has happened with Chuckles, watch the video, read and then act out a small part of the dialogue.	Reading, scanning, finding the info. Speaking	8 min	Work in SBs
4. Quiz	So, do you want to play with a Teddy bear right now? Many children have a teddy bear. Find out about the history of teddy bears with this quiz. I switch on the IWB and we do a series of enjoyable tasks <a href="http://learnenglishkids.britishcouncil.org/en/word-games/multiple-choice/teddy-bears">http://learnenglishkids.britishcouncil.org/en/word-games/multiple-choice/teddy-bears</a>	Ss read the tasks and guess	Reading Aims:  To develop students' skills of prediction when they come across new vocabulary To encourage group collaboration in project work	5 min	

			To promote creativity.		
5.Homework	I ask the children to bring their favourite toy to our next class.	Ss will ask a child questions to try and guess what toy a child has brought in.	This way the children will be working on their listening and understanding skills.	3 min	If a class is large they can show their favourite toy to their neighbour and tell them about it.
6.Feedback	Do you like the lesson? What did we do at the lesson? You've got "funny faces" on your desks. Show please how you liked the lesson. What do you like best in our lesson? How good were you at the lesson?	Ss say what they did Ss show "funny faces" and explain what and why they liked at the lesson.		3 min	Funny faces: Blue – I don't like. Yellow – It's OK. Red – I like it, it's fantastic.
Saying good- bye	Saying good-bye	The lesson is over. Thank you for your good work. Good-bye.	Ss say good-bye.	1 min	