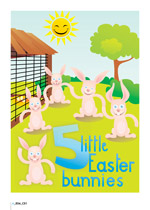
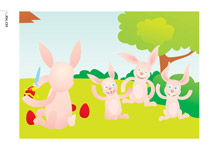
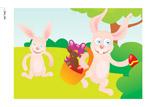
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| **EASTER**  **EASTER, LESSON 1** | | | | | |
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| LESSON PLAN |  |  |  |  |  |
| AIMS  -to acquaint PS with British customs concerning Easter  -to offer them opportunities to compare their customs with those of other countries  -to involve them in a number of creative activities  LEARNERS’ OBJECTIVES  -to learn vocabulary concerning Easter  -to revise language  -to listen to a story in English  -to listen to a relevant song  MATERIALS  Pictures with related story  Song  MEANS  CD player  TIMETABLE FIT  Easter vacations are approaching and PS are getting prepared for them. It is appropriate time to introduce them to British customs, to familiarise them with relevant language and cultural aspects and to guide them in comparing their country’s traditions with those of other countries. |  | STEP | PROCEDURE | STAGE  AIM | TIME  INTERACTION |
|  | 1 | T shows PS picture of Easter and introduces the topic. | *Warm-up*  *speaking*  To arouse PS’ interest and introduce new vocabulary. | 7΄  T-PS, PS-T |
|  | 2 | T shows PS flashcards with Easter story (five Easter bunnies) and tells them about the Easter egg hunt custom. | Listening to model languageRepeating To be exposed to relative vocabulary and to associate words with images. To learn about the Easter egg hunt custom. | 10΄  T-PS, PS-T |
|  | 3 | PS are now asked to answer questions about the pictures of the Easter story (eg How many Easter bunnies can you see?, etc). | Listening and responding to questions To understand simple question and answer them correctly using minimal language | 8΄  T-PS, PS-T |
|  | 4 | T explains that they are now going to play the “Find the picture” game. She describes one of the pictures and PS guess which one it is. | *Listening to model language*  To understand simple descriptions and respond appropriately. | 5΄  T-PS, PS-T |
|  | 5 | PS are now told that they are going to listen to a song about the eggs that the bunny is hiding.  They are encouraged to sing along and do the miming. | .  *Listening and singing*  To have fun while practising new language. | 10΄  T-PS, PS-PS |
|  | 6 | T asks PS to evaluate the lesson (thumbs up / down). | *Evaluating*  To take active part in the learning process. | 5’  PS-T |
|  |  | Key: T: Teacher, PS: Pupils, T-PS: Teacher to Pupils, etc | | |

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| **EASTER** | | | | | |
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| **EASTER, LESSON 2**LESSON PLAN |  |  |  |  |  |
| AIMS  -to acquaint PS with customs concerning Easter  -to offer them opportunities to compare their customs with those of other countries  -to involve them in a number of creative activities  LEARNERS’ OBJECTIVES  -to follow controlled, guided help so as to become good speakers of English  -to learn vocabulary concerning Easter  -to revise numbers and colours  -to revise simple structures  -to talk about their preferences  -to produce their own drawings  MATERIALS  Pictures with related vocabulary  Songs  Videos  MEANS  CD player  Laptop  Projector  Colouring paper  Crayons  TIMETABLE FIT  It is the second lesson about Easter and PS are encouraged to revise relevant vocabulary and do a guided drawing and colouring activity in order to practise English as well as eye – hand coordination and learn to draw Easter pictures. |  | STEP | PROCEDURE | STAGE  AIM | TIME  INTERACTION |
|  | 1 | T shows PS Easter flashcards and revises vocabulary by playing a game (shows a card and says the word right or wrong and PS have to reply yes or no). | *Warm-up*  *speaking*  To arouse PS’ interest and revise newly taught vocabulary. | 5΄  T-PS, PS-T |
|  | 2 | T shows PS an Easter image with hidden eggs and asks PS to work in count the eggs. The group that counts the hidden eggs correctly first is the winner. | *Listening to instructions*  *Playing a game*  To revise Easter vocabulary and numbers and to associate words with images while having fun. | 8΄  T-PS, PS-PS, PS-T |
|  | 3 | Each of the PS is now given a colouring page with hidden eggs or bunnies. They are asked to colour the pages as they wish. | Listening to instructions *Colouring*  To understand simple instructions and create their own Easter images. | 20΄  T-PS, PS-T |
|  | 4 | T asks PS to listen to the song they did in the previous lesson and sing along. | *Listening and singing*  To have fun while practising new language. | 5΄  T-PS, PS-T |
|  | 5 | T asks PS to evaluate the lesson (thumbs up / down). | *Evaluating*  To take active part in the learning process. | 3΄  T-PS, PS-PS |
|  |  | Key: T: Teacher, PS: Pupils, T-PS: Teacher to Pupils, etc | | |

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| **EASTER**  **EASTER, LESSON 3** | | | | | |
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| LESSON PLAN |  |  |  |  |  |
| AIMS  -to acquaint PS with customs concerning Easter  -to offer them opportunities to compare their customs with those of other countries  -to involve them in a number of creative activities  LEARNERS’ OBJECTIVES  -to get involved in a number of innovative activities so as to become good speakers of English  -to revise vocabulary concerning Easter in a fun way  -to revise numbers and colours  -to revise simple structures  MATERIALS  Easter images  PS’ Easter drawings  MEANS  ipad  Laptop  Projector  TIMETABLE FIT  Having been acquainted with some Easter customs and relevant language, PS are now going to play a simple game on the ipad and also create a game of their own which their peers can play. |  | STEP | PROCEDURE | STAGE  AIM | TIME  INTERACTION |
|  | 1 | T shows Easter picture on the projector and PS are asked questions about it (eg. Where’s the Easter bunny? Can you find the purple egg?, etc). | *Warm-up*  *Listening and speaking*  To arouse PS’ interest and revise newly acquired language. To prepare PS for the game that follows. | 5΄  T-PS, PS-T |
|  | 2 | T explains to PS that they are going to play an Easter game on the ipad. She divides them into groups and explains the rules of the game. | *Listening to simple instructions*  *Preparing for the game*  To understand the rules of the game and to practise listening and responding to simple tasks. | 5΄  T-PS, PS-T |
|  | 3 | PS now work in their groups and they play the game. Members in each group take turns to answer the questions of the game and the group’s final score is written on the blackboard. Meanwhile, the rest of the groups are given a colouring activity to do. | Listening and responding to simple tasks, participating in game, following rules To play a game and get involved in a group activity  To revise Easter vocabulary  To have fun | 20΄  T-PS, PS-T |
|  | 4 | T shows PS a video of an Easter song and asks them to watch and answer simple questions. | *Watching a video and checking comprehension*  To understand simple language and respond appropriately. | 5΄  T-PS, PS-T |
|  | 5 | PS are asked to watch the video again and sing along. | *Listening and singing*  To take part in an enjoyable activity and practise the newly acquired language. | 5΄  T-PS, PS-PS |
|  | 6 | T asks PS to evaluate the lesson (thumbs up / down). | *Evaluating*  To take active part in the learning process. | 2’  PS-T |
|  |  | Key: T: Teacher, PS: Pupils, T-PS: Teacher to Pupils, etc | | |

**EASTER**

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| **EASTER, LESSON 4** | | | | | |
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| LESSON PLAN |  |  |  |  |  |
| AIMS  -to acquaint PS with Easter celebrations around the world  -to offer them opportunities to create a game on the ipad of their own  -to involve them in innovative activities  LEARNERS’ OBJECTIVES  -to revise recently taught language  -to get involved in a new activity  -to create their own game  MATERIALS  PS’ own drawings  MEANS  ipad  Colouring paper  Crayons  Camera  TIMETABLE FIT  Easter vacations are approaching and PS have been involved in a number of relevant activities both in their English and in their Greek lessons. Now they will produce their own ipad game and they will play it in groups. |  | STEP | PROCEDURE | STAGE  AIM | TIME  INTERACTION |
|  | 1 | T tells PS that they are going to make an Easter game on the ipad which they are going to play in groups. | *Warm-up*  *Introducing the lesson*  To arouse PS’ interest.  To let them know what this lesson is about. | 5΄  T-PS, PS-T |
|  | 2 | T reminds PS of the game they played in the previous lesson and asks them to work in groups and create some questions for the game they are going to make. | Listening to instructions and following them To create their own ipad Easter game. | 15΄  T-PS, PS-T |
|  | 3 | T shows PS the new game created by themselves and gives them instructions to play it. | *Looking at their work*  *Listening to instructions*  To become familiar with the whole game that has just been created. | 2΄  T-PS, PS-T |
|  | 4 | PS are now asked to play the game in groups and the scores are written on the blackboard. While one group is playing the game, the others are doing an Easter maze. | Playing a game To have fun and play the game they have created on their own. | 20΄  T-PS, PS-T |
|  | 5 | T asks PS to evaluate the lesson (thumbs up / down). | *Evaluating*  To take active part in the learning process. | 3΄  T-PS, PS-T |
|  |  | Key: T: Teacher, PS: Pupils, T-PS: Teacher to Pupils, etc | | |

**FIVE LITTLE EASTER BUNNIES**

[Εικόνα 1]  
Five little bunnies are playing in the garden.

[Εικόνα 2]  
One takes the eggs and then there are four! Four little bunnies are sitting under a tree.

[Εικόνα 3]  
One paints the eggs and then there are three! Three little bunnies are wondering what to do.

[Εικόνα 4]  
One puts the eggs in the basket and then there are two! Two little bunnies are thinking of something fun.

[Εικόνα 5]  
One hides the eggs under the tree and then there is one!

[Εικόνα 6]  
One little bunny is very happy! He shouts “Happy Easter Day”!

**Στίχοι**

**“EASTER EGGS”**

Easter eggs, Easter eggs  
Hidden all around.  
Come my children look about  
And see where they are found.  
Easter eggs, Easter eggs  
They’re a sight to see.  
One for (Marcia) one for (Nadya)  
And one red egg for me!

<http://rcel.enl.uoa.gr/files/peap/A_class/E_cycle/A_E04_M01.mp3>

<http://rcel.enl.uoa.gr/files/peap/A_class/E_cycle/A_E04_M02.mp3>

<http://rcel.enl.uoa.gr/files/peap/A_class/E_cycle/A_E04_M03.mp3>



