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| **VALENTINE’S DAY**  **VALENTINE’S DAY, LESSON 1** | | | | | |
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| LESSON PLAN |  |  |  |  |  |
| AIMS  -to have young PS celebrate Valentine’s Day  -to acquaint them with relevant vocabulary  -to involve them in fun activities  LEARNERS’ OBJECTIVES  -to become familiar with Valentine’s Day vocabulary  -to express feelings  -to write Valentine cards  MATERIALS  Pictures with related vocabulary  Song  MEANS  CD player  Laptop  Projector  Colouring paper  Crayons  TIMETABLE FIT  Being familiar with a number of special days in their country and around the world, PS are currently being acquainted with Valentine’s Day through their English lessons. |  | STEP | PROCEDURE | STAGE  AIM | TIME  INTERACTION |
|  | 1 | T shows PS video (love song) and introduces the topic. She asks them to listen for relevant words (e.g. love, heart, etc) | *Warm-up*  *listening & watching*  To arouse PS’ interest and introduce new topic. | 5΄  T-PS |
|  | 2 | T asks PS to tell her words that they recognise from the song and draws relevant pictures on the board. She adds simple words which they have not recognised. | Post-listening & speaking To produce spoken language and to associate words with images. | 5΄  T-PS, PS-T |
|  | 3 | PS are now asked to repeat vocabulary chorally and individually. | Listening and repeating To practise Valentine related vocabulary | 5΄  T-PS, PS-T |
|  | 4 | T erases board and asks individual PS to come out and draw what she instructs them (eg. Draw a heart) . | *Responding to orders*  To understand simple orders and respond appropriately. | 5΄  T-PS, PS-T |
|  | 5 | T hands out little cards which PS have to draw and give to a friend or a parent. | *Drawing*  To create their own Valentine cards | 15΄  T-PS, PS-T |
|  | 6 | T plays the song twice again and encourages PS to sing along. | *Listening and singing*  To have fun while practising new vocabulary. | 6΄  T-PS |
|  | 7 | T asks PS to wish each other Happy Valentine’s Day. | *Speaking*  To perform a real life speaking activity requiring the use of minimal language. | 2΄  PS-PS |
|  | 8 | T asks PS to evaluate the lesson (thumbs up / down). | *Evlauating*  To take active part in the learning process. | 2’  PS-T |
|  |  | Key: T: Teacher, PS: Pupils, T-PS: Teacher to Pupils, etc | | |

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| VALENTINE’S DAY  **VALENTINE’S DAY, LESSON 2** | | | | | |
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| LESSON PLAN |  |  |  |  |  |
| AIMS  -to acquaint PS with a well-known celebration (Valentine’s Day)  -to recycle vocabulary taught in the previous lesson  -to revise numbers / colours  LEARNERS’ OBJECTIVES  -to practise vocabulary concerning Valentine’s Day  -to revise numbers / colours in a meaningful Valentine related context  -to carry out a drawing activity  MATERIALS  Flashcards  MEANS  Colouring pages  Crayons  TIMETABLE FIT  Second lesson on Valentine’s Day. PS recycle relevant vocabulary and carry out a simple math drawing activity revising numbers and colours. |  | STEP | PROCEDURE | STAGE  AIM | TIME  INTERACTION |
|  | 1 | T shows PS pictures of Valentine’s Day and revises relevant vocabulary. | *Warm-up*  *speaking*  To warm up and revise recently taught vocabulary. | 8΄  T-PS, PS-T |
|  | 2 | T shows PS cards with hearts in various colours and revises colours. | *Speaking*  *Revising colours*  To revise taught colours. | 7΄  T-PS, PS-T |
|  | 3 | PS are now shown a card with twelve teddy bears and are asked to count them. | *Speaking*  *Revising numbers*  To revise numbers. | 7΄  T-PS |
|  | 4 | T shows PS card with different coloured hearts and asks PS questions with “How many...?” | *Speaking*  To revise vocabulary and provide answers to simple questions. | 5΄  T-PS |
|  | 5 | T hands out colouring dot-to-dot heart and PS have to follow the dots in order to draw their heart and colour it the way they want. | *Listening to simple instructions*  *Drawing / colouring*  To draw and colour their own hearts. | 10΄  PS-PS |
|  | 6 | T asks individual PS to come out and present their heart and asks the class to say the colour. | *Presenting PS’ work*  *Answering simple questions*  To revise the new language and conclude the lesson. | 5΄  T-PS |
|  | 7 | T asks PS to evaluate the lesson. | *Evaluating*  To express their opinion about what they have learnt and about the process. | 3΄  PS-T |
|  |  | Key: T: Teacher, PS: Pupils, T-PS: Teacher to Pupils, etc | | |

 







 

   

 

   





