

Learn names of shapes

Name Ellie	Title or explanation Learn names of shapes	Time 45 minutes
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Level/Age 7-8 ages/ beginner
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Language focus <u>Target language:</u> Practice use of “There is “ “There are” and learn names of shapes such as square, circle, triangle, rectangle, and so on. (“There is a <u>color shape.</u> ” “There are <u>number color shape(s).</u> ”) <u>Specific language skill focus:</u>

Student learning objective and assessment activity By the end of the lesson, SWBAT speak the shapes of objects using “There is a <u>color shape.</u> ” “There are <u>number color shape(s).</u> ” by explaining their ‘Shape train’

Task:

**Take a look at this example lesson plan.
Some content has been deleted and you
need to fill in the details.**

**Add the correct skill in the box “Specific
language skill focus” above - listening or
speaking.**

**Look at the steps of the lesson below.
Add the correct labels in the “Stages”.
The labels could be E / I / F or P / D / P.**

Steps	Stages	Time	Procedure
1		5	<p><Review the colors and numbers they learnt in previous class></p> <ul style="list-style-type: none"> ⊙ T put Ginger Man (or any man shape) pictures according to the number of Ss on a board. Then T counts the number of Ginger Man with Ss. ⊙ To review sort of colors, T Let the S takes out one 'Santa hat' card from the "Color bag" and ask the name of color.
2		5	<p><Shapes matching></p> <ul style="list-style-type: none"> ⊙ T shows pictures of the objects have similar shape and ask Ss to choose one that doesn't belong to the group. (i.e. First PPT slide for a baseball, an earth and a tangerine. Second slide for a box, frame and ice cubes) ⊙ T plays the shapes video and Ss sing along. ⊙ Ss practice the name of shapes with flashcards. T Increases the level of the question in small steps. <ul style="list-style-type: none"> <Step1 > T : Is this a square? <Step2 > T : Is this a triangle or rectangle?
3		7	<p><Shape Recognition Game></p> <ul style="list-style-type: none"> ⊙ T creates a shape using play dough and asks to Ss what the shape it is. Ss answer the question together and repeat the name of shape. ⊙ Next, T finds a volunteer and asks the volunteer to close his/her eyes while T makes a shape out of play dough. The volunteer needs to guess the shape just by touching and feeling the shape. ⊙ Ss do this game in pairs. One S needs to close his/her eye (or put on a blindfold) while another s creates a shape with the play dough. Ss focus on identifying the shapes by touching. After answering 3questions, change their role. <ul style="list-style-type: none"> <Step3> S1 : What is it? / S2 : It's a circle.
4		5	<p><House shape count></p> <ul style="list-style-type: none"> ⊙ T hands out 'House shape count' worksheet. In this time Ss practice not only shapes, but also learn singular and plural form. When checking the answer, T uses "How many (shapes) are there" to lead Ss to answer "There is... / There are..." form. When Ss have a mistake with singular and plural, T repeats the answer again to lead student's self-correction. <ul style="list-style-type: none"> T : How many triangles are there? S : There are three triangle. T : three triangle? Which one is correct? There are three triangle or triangles? S : There are three triangles.

Steps	Stages	Time	Procedure
5		8	<p><Color and Shape Bingo></p> <ul style="list-style-type: none"> ⊙ To complete the 3x3Bingo table, Ss choose 9 shapes among the 22 figures displayed on worksheet. Ss should call out both color and shape at the same time ex) 'green circle', 'purple heart'. When someone makes 2 horizontal, diagonal or vertical lines, the game is finished.
6		5	<p><Sentence Ordering Activity></p> <ul style="list-style-type: none"> ⊙ T prepares 4 index cards for /is / a /are / s / and several color and number index cards to make a sentence. ⊙ On the board, There is one sentence is mixed up. ex) There pink two are circles. T shows Ss the shape(.two pink circles) . Ss quickly read the words and try to put the sentence in order. ⊙ Next, T finds 5 volunteers. These students need to come to the front of the class and stand up. T hands out one card per S and then shows Ss a shape card. Ss try to put the sentence in order by changing the position where they are standing.
7		10	<p><Shape train></p> <ul style="list-style-type: none"> ⊙ In this activity, Ss make their train using an assortment of shapes from the different colored paper. Ss design the train and glue the shapes to cardboard (or worksheet). S start to explain their train to another S using the sentence form given by T. <p>S : In my train, there are four black circles There is a blue star. There are two green squares.</p>