

Class: III

Level: elementary

Topic: A visit in the orchard

Content subject(s): Science

Aims:

- to introduce and practise the vocabulary connected with the parts of the tree
- to familiarize Ss with Present Simple sentences: *It's rainy, I swim in the lake, In summer I eat an ice cream etc.*
- to revise the vocabulary: colours, characteristics and size (nice, big, small etc.)
- to encourage Ss to express their preferences about different fruit
- to make Ss to cooperate and work together

Objectives: by the end of the lesson Ss should be able:

- to specify and name different parts of the tree
- to describe tree and leaves using different adjectives
- to talk about specific seasons using the Present Simple tense

Problems anticipated:

- Ss can find it difficult to create sentences connected with different seasons
- Ss may have problems to memorise the parts of the tree

Solution to the problems:

- T provides Ss with examples of sentences
- T keeps on repetition of the words

New vocabulary: names of parts of the tree (*flower, roots, trunk, fruit, bark, branch, leaf, leaves*)

Aids/Materials:

- fruits (real objects)
- flashcards illustrating different parts of the tree and their English names written on the labels
- pictures of different trees (fruit tree, conifer, deciduous tree)
- worksheets with the trees' description
- worksheet with silhouettes of the trees in different seasons.
- envelopes with sentences written on the small pieces of paper
- notebooks
- crossword connected with new vocabulary, parts of the tree (homework)

Time	Stage & Procedure	Aids/ materials	Samples of T's language	Model of interaction
5 min	Warm-up. T explains the meaning of the word orchard. T gives the definition. T asks Ss to think which fruit they like most, they can choose one or more. After that T puts on the table in the middle of the class different fruit and names them in English. Ss repeat the words after the teacher. Then T says the words again picks up the correct fruit and Ss have to raise their hands when their favourite fruit is mentioned. Then T asks some Ss to say which ones they do not like.	Fruit (real objects)	<p>‘What is in the orchard?’</p> <p>‘What does ‘orchard’ mean in Polish?’</p> <p>‘What is your favourite fruit?’</p> <p>‘This is an orange, do you like oranges?’</p>	T-Ss
13 min	Engage. T shows Ss pictures illustrating parts of the tree (trunk, root, branch etc.). T sticks them to the whiteboard and below them T attaches labels with the written version of these words. T says the words aloud and Ss repeat after her. T asks individual pupils to read chosen words aloud. Then T asks students to close their eyes and mixes pictures and their names. T choose S to come and match pictures with their names. After that T sticks a huge draft of the tree to the whiteboard and asks Ss to come	Whiteboard Flashcards Tree draft Label with the written words	<p>‘This is a root’,</p> <p>‘Repeat after me’,</p> <p>‘I will choose one person to come and put the pictures in a correct order’,</p> <p>‘I need one volunteer to come to the whiteboard and stick labels next to the pictures’,</p> <p>‘Label different parts of the tree in a correct place’</p>	T- Ss Individual work

	to the board and label different parts of the tree with the correct labels with the written words.			
10 min	Study. T shows to the Ss pictures with different kind of trees (fruit tree, conifer, deciduous tree). First T makes sure that the Ss remember the words (big, small, orange, flowers). Then T describes the trees on his own according to the categories (size, leaves, flowers, colour, fruit). After that, every S gets the picture of the different tree and has to fill in the worksheets with the information about the tree. T goes around the classroom, checks and helps if it is needed. Finally T asks a few Ss to read aloud their description.	Pictures of different trees Worksheet	‘This is the picture of apple tree.’ ‘Does it have flowers?’ ‘I want you to do this task on your own’ ‘Would you like to read your description?’	T-Ss Individual work
15 min	Activate. T divides the class into five groups. First T revises the names of different seasons and makes sure that Ssknow them. After that every group gets a worksheet with silhouettes of the trees in different seasons. The task is to decorate all the silhouettes of the trees depending on the season. T explains the exercise and describes one of the seasons. Then T	Worksheet with trees Envelopes with the simple sentences Whiteboard	‘What is Winter in Polish?’ ‘ Please, decorate your trees according to the season’, ‘In winter I ski’ ‘Please, work in groups’ ‘Can you read your sentences’ ‘Excellent’	T-Ss Group work Ss - T

	<p>distributes the envelopes full of small pieces of paper on which some simple sentences are written (I swim in the lake, I eat an ice cream, I ski, It's rainy, It's snowy, I take an umbrella etc.). Ss have to match them to the correct season. Finally T and Ss summarise the exercise by showing each other pictures with the trees and reading aloud correct sentences which they associate with the seasons. Finally T writes the sentences on the board and students rewrite them into their notebooks.</p>	d Notebooks		
2 min	<p>Homework. T asks Ss to do a crossword at home. The task is to look at the pictures of different parts of the tree and write them in an appropriate place in the crossword.</p>	Crossword	<p>'You homework is to do the crossword' 'Thank for your participation' 'Well done'</p>	T-Ss Individual work