



## Lesson Plan (Implementation lesson after the LTT in Latvia)

<b>Title:</b> <b>THERE IS, THERE ARE: SURPRISE!</b>	<b>Subject:</b> <b>ENGLISH</b>	
<b>Age:</b> 7	<b>Teachers:</b> Sebastiana Carlentini Silvia Vinciguerra	<b>Country:</b> Italy
<b>Objectives</b>	<p>- Improvement in the use of English and vocabulary enhancement.</p> <p>- Greater spirit of sharing and collaboration.</p> <p><u>Learning objectives</u></p> <ul style="list-style-type: none"><li>- Reinforcing and using <i>there is/ there are</i> in short dialogues.</li><li>- Writing simple sentences with <i>there is/ there are</i>.</li><li>- Comparing the use of <i>there is</i> and <i>there are</i> while carrying out various tasks.</li></ul> <p><u>Goals for the development of reference skills</u></p> <p>Enriching the students' vocabulary and the use of English through oral communication, reading and writing activities.</p> <p><u>Prerequisites</u></p> <ul style="list-style-type: none"><li>- Reading and writing basic competence in English.</li><li>- Minimum competence in using tablets.</li></ul>	
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>• Tablets</li><li>• Computer</li><li>• Projector</li><li>• Books</li><li>• Quizizz.com</li></ul>	



## School Exchange Partnerships

## Procedure

Directions	<p>The teacher has already presented <i>there is/ there are</i> in a previous lesson. The pupils have previously learned a song entitled “There is, there are song”. So, at the beginning of the English class, they stand up and sing this song all together.</p> <p>1<sup>st</sup> step: the pupils sit down and the teacher explains all the activities they are going to do. They are going to work both individually and in pairs.</p> <p>2<sup>nd</sup> step: the pupils take their workbooks and do some exercises about the use of <i>there is</i> and <i>there are</i>: true/ false, multiple choice, writing simple sentences. The teachers walk around the class giving some help. Then they check the exercises.</p> <p>3<sup>rd</sup> step: working in pairs, the pupils, in turn, read some dialogues and the teacher reminds them about the use of <i>there is</i> and <i>there are</i>.</p> <p>4<sup>th</sup> step: in small groups, the pupils go to the blackboard and interact with the teacher, practicing questions and short answers with <i>there is/are</i>.</p> <p>5<sup>th</sup> step: the pupils check their understanding of the topic through the interactive learning game in Quizizz.com, by using tablets. They have to fill in the gaps with <i>there is</i> or <i>there are</i>.</p> <p>6<sup>th</sup> step: the teacher checks the results of the quiz with the students.</p>
Evaluation	<ul style="list-style-type: none"><li>- Teachers’ analysis of the children’s improvement;</li><li>- Teachers’ observations of the pupils’ participation and understanding during their work;</li><li>- teachers’ and pupils’ analysis of the pupils’ results in playing Quizizz.</li></ul>