

## LESSON PLAN

**LESSON:** My Bedroom

**CLASS:** 3<sup>rd</sup>

**AIMS:** to present and practise furniture

**Specific Competences:**

Students will be able to:

- identify and name furniture
- spell the new words correctly.
- make up sentences using colours and items of furniture.

**MATERIALS:** flashcards, CD, worksheets

### Warm-up

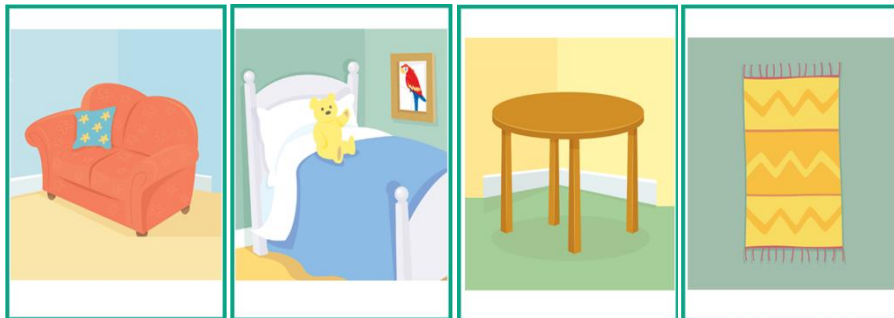
**Aim: to review objects**

- Play a game of *I spy with my little eye something beginning with S*
- Students look around the classroom and guess words beginning with S.
- Choose things such as *schoolbag, desk and chair* to prepare students for the topic of the lesson.
- Students can take turns to choose objects in the room for others to guess.

### Presentation

**Aim: to present furniture**

- Use flashcards to present each object.
- Say the word for students to repeat.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board and elicit the words at random.





### **Aim: to practice furniture**

- Students look at the picture of the bedroom. Elicit/ teach *bedroom*.
- Ask students if their bedrooms look like this.
- Play the recording. Say the words.  
**1** lamp, **2** mirror, **3** armchair, **4** wardrobe, **5** sofa, **6** bed, **7** table, **8** mat
- Students point to the objects when they hear the words.
- Students practice pointing and naming in pairs.

### **Aim: to give students further practice saying the new words**

- Pre-teach *mess* and *tidy up*.
- Play the recording. Students listen and follow the chant.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- One group chants and the others click their fingers in time with the rhythm.
- Change groups and repeat.

*What a mess!  
 What a mess!  
 What a mess!  
 Please tidy up your room.*

*There are pencils on the mar,  
 There's a ball on the table.  
 There's a book on the wardrobe,  
 And a sock on the clock.*

*There's a schoolbag on the floor,  
 The jeans are on the armchair.  
 The T-shirt 's on the lamp,  
 There's a plane under the bed.*

*Your cap's on the mirror,  
 Your train's on the sofa.  
 And where's the other sock?  
 On the chair, over there!*

### **Aim: to practice spelling of new vocabulary**



Students make up as many sentences as possible to describe the picture.

*The bed is red.*

*The lamp is red and blue.*

*The mat is blue.*

## Ending the lesson

**Aim: to review key language from the lesson**

- Flash each flashcard quickly in front of the class.
- Students say what it is.

## Homework

Students colour/ draw a picture of their bedroom and describe it.

Hello, my name is Tom. I am eight years old and this is my bedroom. I've got a blue bed, a yellow wardrobe and a light blue mat. My computer is on my desk.

I love my room! It's cool!

