

LESSON PLAN 1 ON PEPPA PIG – DRESSING UP EPISODE

Teachers: Rodothea Maniati, Evangelia Paraskeva, Marianthi Serafeim

Date: 28/05/2019 (Note: Mts stands for minutes; e.g. 5' - length of a particular activity)


School: Any private language center in Thessaloniki Class: Junior B Time: 16:00 – 16:45 Length: 45 min						
No of learners: B:6 G: 6						
Main aim: To enhance knowledge related to clothes					Skills: Listening, Speaking, Reading, Writing	
Activity	Mts	Aim(s) of activity	Language	Vocabulary	Methodology	Teaching Aids
Introduction Warm - up	5'	-Introduce our main character "Peppa Pig"	-Hello kids! Today we have a friend visiting! She's a girl and she is a pig! She wears a red dress and she loves mud! Can you guess who she is?	visiting, girl, pig, red, dress, mud, Can you guess	Learners will be presented with the idea that a friend has come to class for this particular lesson. The teacher will try to engage learners by asking them to guess who that friend is. After the learners have tried to guess, the teacher will present a Peppa pig puppet to draw learners' attention. In this way, learners will be able to relate and they will probably be motivated to learn more about the main character.	Peppa Pig puppet
Video watching activity	5'	-To introduce to the learners the vocabulary related to clothes	-Are you ready to watch some of Peppa's adventures? Today Peppa is playing with her brother, George! What game will they	ready, watch, adventures, playing with, brother, what they are up to	Learners will be presented with a Peppa Pig episode (season 1, episode 19). They will be asked to watch the video and tell the teacher what game Peppa and George are playing. In this way learners will be introduced to the target vocabulary in a fun and implicit way.	-Internet connection - Personal Computer - Overhead projector

			play? Let's see what they are up to!			
Matching activity	10'	<p>-To place emphasis on the target vocabulary</p> <p>- To help learners make visual and verbal associations</p>	<p>-Let's see what clothes Peppa and George are wearing in their game! Peppa is wearing a dress, George is wearing a hat and shoes. But it is cold outside! So they will also wear a scarf and gloves!</p>	<p>clothes, dress, hat, shoes, scarf, gloves, is wearing, it is cold outside, also</p>	<p>As soon as the learners have watched the video and have been informed that Peppa and George are playing a dress up game, the teacher will refer to the clothes that the two little pigs wore to dress up. The teacher will hold a flashcard with the picture of a piece of clothing along with another flashcard with its name. As soon as learners have reviewed the target vocabulary, they will be asked to come to the board and match the clothes with the correct name. This activity will help learners make visual and verbal associations which will prove helpful for them to remember the new vocabulary easier.</p>	<p>- Flashcards with pictures (clothes)</p> <p>- Flashcards with words (clothes)</p> <p>- Blue tag</p>
Fill in the gap activity	10'	<p>-To help learners consolidate the new vocabulary with the use of corpora</p> <p>- To exercise their writing skills</p>	<p>-Let's try to see if we remember the clothes Peppa and George are wearing when they play the dress up game. You will work</p>	<p>let's try, remember, clothes, are wearing, dress up game, partner, write down,</p>	<p>Learners will be given some concordance lines from Peppa's episode. The clothes (target vocabulary) will be replaced with the corresponding images. Learners will be asked to write down the name of each piece of clothing. They will thus be able to consolidate their knowledge while trying to produce the written form of the words.</p>	<p>- Concordance lines photocopy with pictures</p> <p>- Flashcards with pictures (clothes)</p> <p>- Flashcards with words (clothes)</p>


			with your partner and you have to write down the name of the clothes next to the picture. If you are not sure, you can look at the flashcards.			
Role playing activity	15'	<ul style="list-style-type: none"> -To help learners revise and recall the vocabulary -To practice their speaking skills - To able to produce something of their own in a creative way. 	<ul style="list-style-type: none"> -Peppa and George want to try out other clothes! Can you help them! Work in groups and choose some other clothes for Peppa and George to wear! When you finish you will tell the class. 	try out, clothes, can you help them, work in groups, choose, finish, tell the class	Learners will be given the same concordance lines they had before, but now the target vocabulary will be highlighted with different colors. They will be asked to work in groups and change the highlighted words with other types of clothes. They will then have to act out the dialogue in class.	- Concordance lines photocopy with highlighted words
<p>By the end of the lesson, the learners will have developed an understanding of the vocabulary related to clothes in a fun and engaging way. They will also have practised on their listening, speaking, reading and writing skills. They will have learnt how to collaborate in the whole class environment.</p>						

Worksheets for Lesson 1

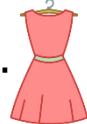
A. Write!


Here's Daddy's (1) _____  And here is Daddy's


(2) _____ 


Wow! This is Daddy's (3) _____  And this is Mummy's

(4) _____ 

This is Mummy's (5) _____ 

This is Mummy's (6) _____ 

Daddy Pig, where are your (7) _____  I need some

(8) _____ too. 

B. Change the words and act out!

Peppa: Wow! This is Daddy's **hat**. And this is Mummy's **dress**.

George, let's dress up and pretend to be Mummy and Daddy.

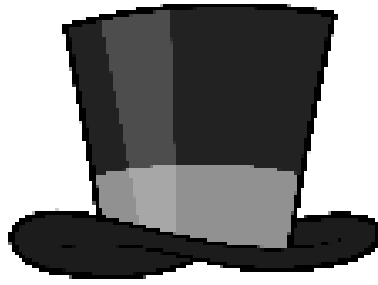
George: Here's Daddy's **hat**. And here is Daddy's **coat**.

Peppa: Now it's my turn. This is Mummy's **dress**. This is

Mummy's **hat**. Daddy Pig, where are your **shoes**?

George: I need some **shoes** too.

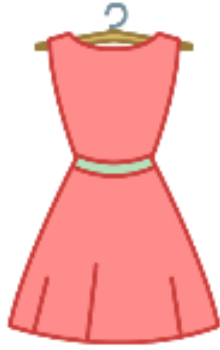
Flashcards for Lesson 1



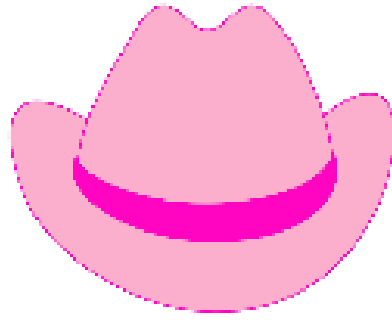
hat



Coat



dress



hat



shoes

LESSON PLAN 2 ON PEPPA PIG – SNOW EPISODE

Teachers: Rodothea Maniati, Evangelia Paraskeva, Marianthi Serafeim

Date: 28/05/2019 (Note: Mts stands for minutes; e.g. 5' - length of a particular activity)

School: Any private language center in Thessaloniki Class: Junior B Time: 16:00-16:45 Length: 45 min						
No of learners: B:6 G: 6						
Main aim: To enhance knowledge related to clothes					Skills: Listening, Speaking, Reading, Writing	
Activity	Mts	Aim(s) of activity	Language	Vocabulary	Methodology	Teaching Aids
Introduction Warm - up	10'	-To remember previously taught vocabulary (clothes) -To attract learners' attention -To practice speaking skills	-Hello kids! Let's see what can you remember from previous lesson. Today I'm wearing a..... What about you George?	Noun (clothes): hat, dress, shoes, gloves, scarf, coat Phrase: Today I'm wearing a.....	Once the class has settled down the teacher writes on the board the phrase "Today I'm wearing a....." and describes his/ her outfit. Then he/she asks students to do the same. Each student uses the phrase "Today I'm wearing a....." and describes his outfit.	Oral speech (and flashcards?)
Video watching activity	5'	- To revise the previously taught vocabulary (clothes) -To introduce the topic of the lesson (body parts)	-Hey kids! Do you remember Peppa? Well, today we are going to watch	remember, watch, adventures, pay attention to	The teacher tells class that today's lesson is about another Peppa's adventure. He/she tells students to watch the video carefully and pay attention to the scene with the snowman.	-Internet connection - Personal Computer - Overhead projector

			another video with a different adventure. I would like you to pay attention to the scene with the snowman? Ok?			
Watch and say activity	10'	- To introduce and practice the new vocabulary	- Ok so let's see If you have you paid attention to the scene that I told you? So, Peppa and her brother make a snowman, right? First they make his body , then they make his head etc. All right now its your turn to tell	body parts, arm, eye, mouth, nose, body, head	The teacher has prepared cards that show the snowman's building step by step according to the video. When the video is finished, the teacher shows the cards to the students and places emphasis on the body part that each card shows (e.g. First they make the body, then the head etc). Then he/she shows them the cards again and asks students to tell which body parts Peppa and her brother made first, second etc. (e.g. card 1: the body, card 2: the head etc.)	- Flashcards with snowman's body parts

			me which body parts they made first second etc.			
Find the correct order activity	10'	-To help learners consolidate the new vocabulary with the use of corpora - To exercise their writing skills	-Let's try to see if we remember the order of the snowman's bodyparts. I want you to look at the sentences in your worksheet and place them in the correct order according to the story. Which parts of the snowman did Peppa and her brother make first?	let's try, remember, order, snowman's body parts, worksheet, work in pairs, share	The teacher hands out the photocopy with the concordance lines. Next to each line there is the relevant picture with the body part that each sentence describes. He/ she explains to ss that they have to put the sentences into the correct order according to the video.	-Photocopy with concordance lines

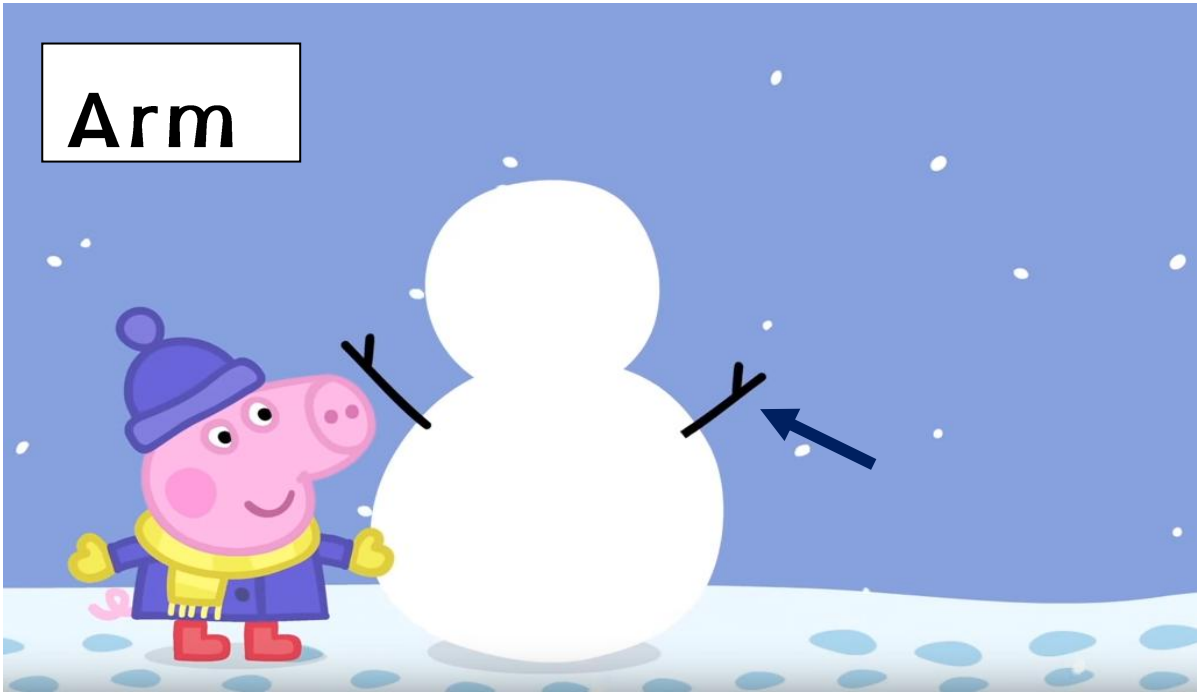
			Work in pairs, and then you will share your answers with the class.			
Guessing activity	10'	-To practice and revise the taught vocabulary -To create a relaxed atmosphere in the classroom	-Ok kids. You've done a great job so far! Before we finish it's time to play a game. With your eyes closed I would like you to come to the front and pick up one piece of clothing. I would like you to guess which piece of clothing you are holding	Play, game, piece of clothing, closed eyes, pick up, guess, say, name, place, body	The teacher brings real clothes in the class and puts them in a suitcase. With their eyes closed or blindfolded the students pick up one of the clothes and try to guess which piece of clothing they have picked up and name it. Once they have guessed correctly the teacher tells them to place it on a specific part of their body (e.g. Great this is a scarf! Now, put it on your head).	- Realia

			and say its name out loud! If you have guessed correctly I would tell you to put this piece of clothing somewhere on your body. Alright? Do you have any questions?		
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By the end of the lesson, the learners will have developed an understanding of the vocabulary related to body parts in a fun and engaging way. They will also have practised on their listening, speaking, reading and writing skills. They will have learnt how to collaborate in the whole class environment.

Flashcards for Lesson 2

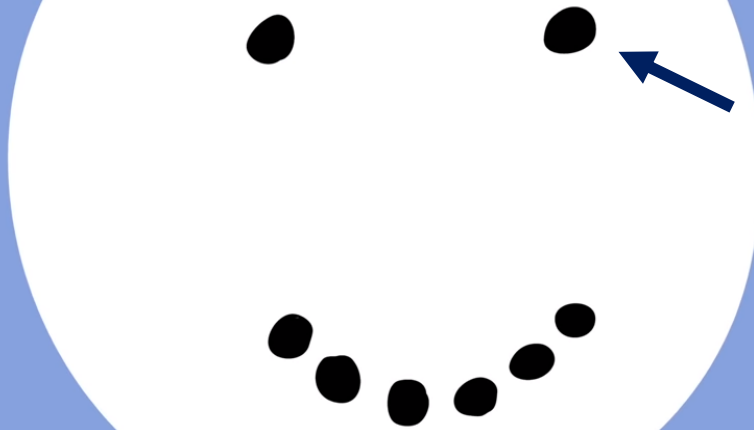
Arm



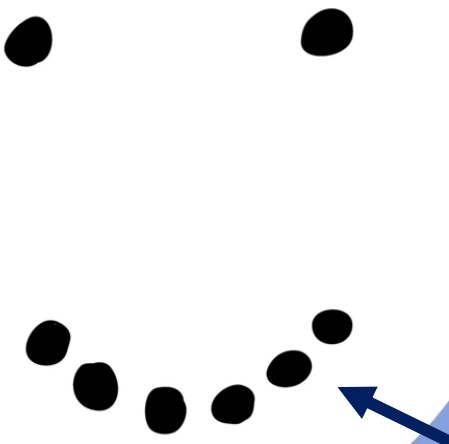
Body



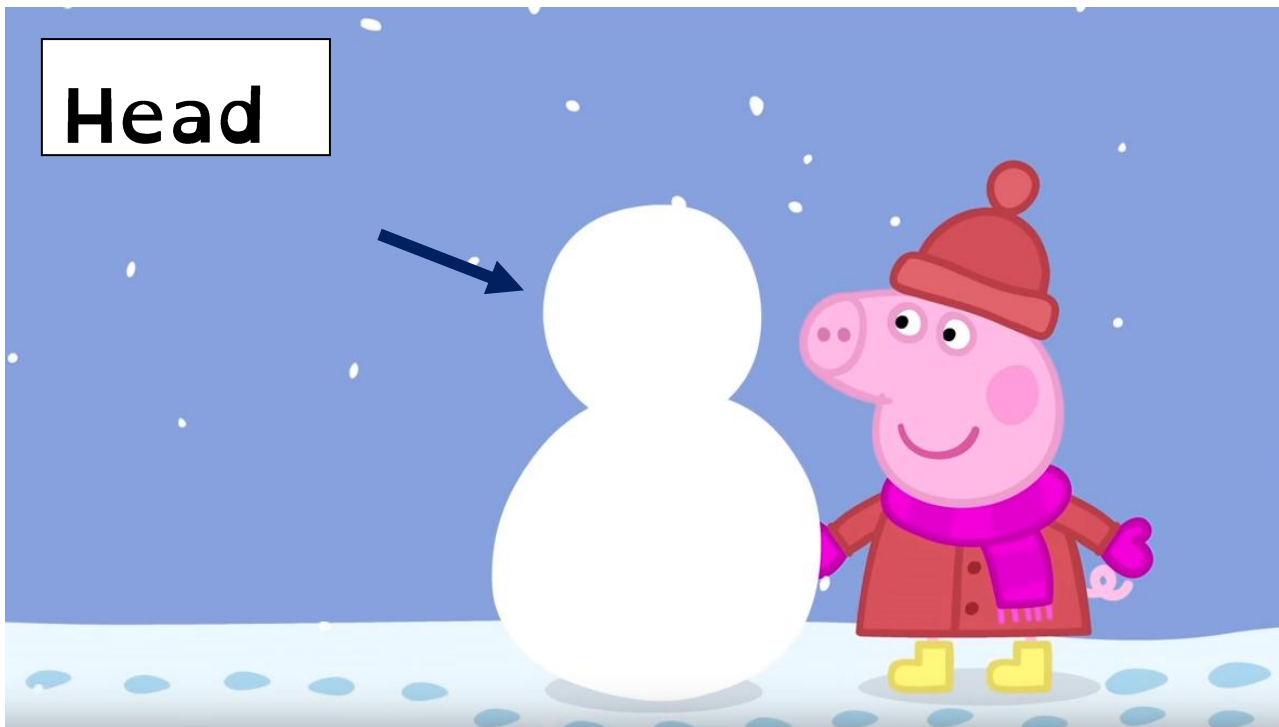
Eyes



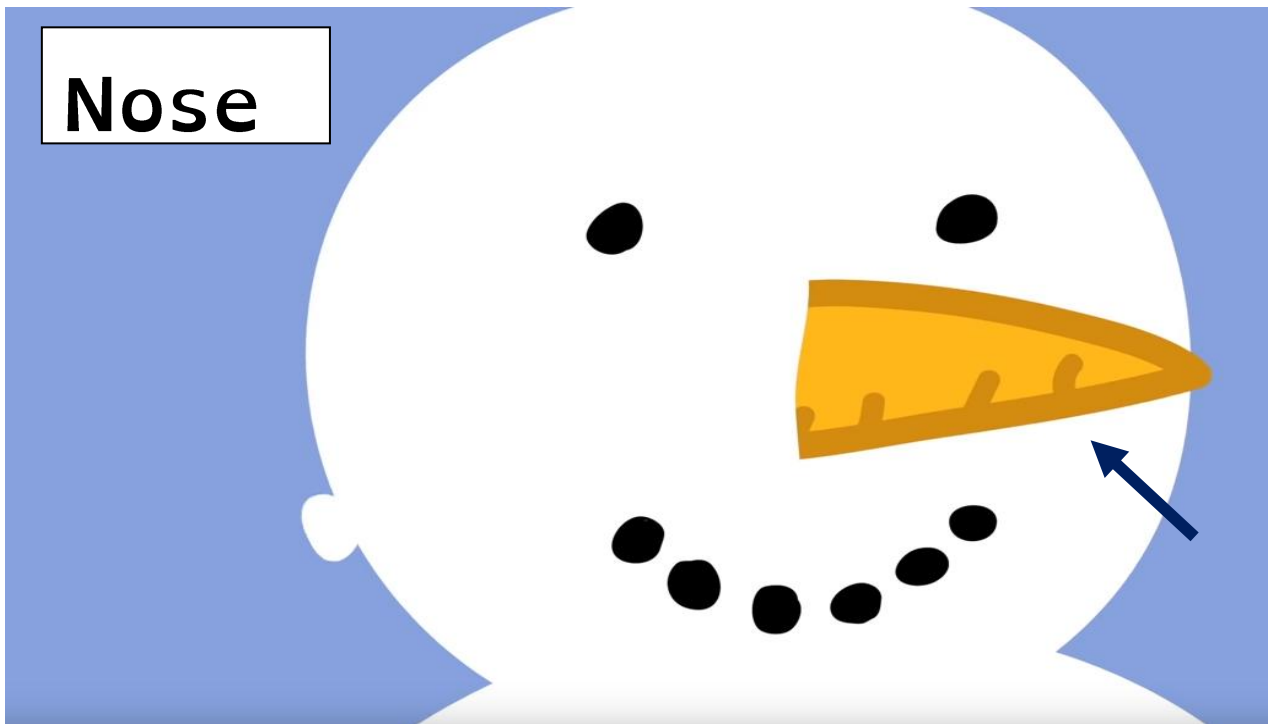
Mouth



Head



Nose



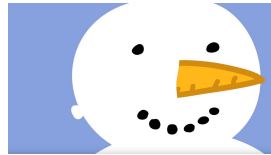
Worksheet for Lesson 2

Put the sentences in the correct order.

The snowman is wearing his hat and scarf and gloves.



Peppa has got a carrot to make the snowman's nose.



Peppa and George are making a snowman. First they make a body.



George has found some sticks for the snowman's arms.



Peppa has found some stones for the snowman's eyes and mouth.



Now they make the snowman's head.

