

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Sciences

Enhancing Vocabulary through Educational Video

A design project submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

By

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May, 2016

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Enhancing Vocabulary through Educational Video

Be accepted in partial fulfillment for the requirements of the degree

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DEDICATION

I dedicate this Design Project to my Mom for her endless love and belief in me.

ACKNOWLEDGEMENTS

I would like to express sincere gratitude to my adviser Professor Galust Mardirussian for his invaluable advice, expertise and continuous support throughout the whole project. I want to thank Dr. Madyarov for his valuable feedback and support within Curriculum Design course. I am grateful to Dr. Raichle Farrelly for empowering me with lesson planning skills. I feel privileged for having had a chance to be MA TEFL student in American University of Armenia.

I am grateful to my friend Varsenik Ohanyan for being there for me whenever I needed her help. Most of all I am grateful to my family that was generous enough to forgive my frequent absence and supported me for these two challenging and yet rewarding years of study in MA TEFL program.

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Abstract

“One of the aims of teaching English to young children is to instill in them the idea that language learning is a happy experience, and video creates an attractive, enjoyable learning environment.” (Tomalin B., 1990)

Educational videos created for English native speakers are successfully implemented as teaching materials in EFL classes. However, there is little information about teaching English through Educational video to young EFL learners. The purpose of this course is to enhance vocabulary of young EFL learners through one sample of authentic educational video called “Seasons”. The deliverables of this course include twenty lesson plans with teaching worksheets and flashcards. The Design project was piloted in Anania Shirakatsy primary school with the group of nine young EFL learners. At the beginning of each unit students completed worksheets where they matched pictures to the corresponding words. At the end of each unit, after watching the video and reinforcing the target vocabulary with teaching activities the same worksheet was completed again in order to check if students improved their knowledge of target vocabulary. Results indicate that students improved their knowledge within every unit.

Keywords: vocabulary, educational video, seasons

CHAPTER ONE: INTRODUCTION

1.1. Authentic Educational Videos in EFL Classrooms

Authentic educational videos (AEV) do not intend to teach English. However, EFL teachers may use AEV for the purpose of Teaching English as a Foreign Language. The main purpose of AEV is to bring new knowledge about a particular topic to the viewers. That is why AEV intended for young learners are made engaging to keep their interest in the topic. EFL teachers may use this advantage of AEV to teach English vocabulary. There are various other advantages of using educational videos in EFL classrooms. First of all, educational videos expose young learners to authentic English speech. Secondly, implementing video materials supports the development of listening skills and comprehension by providing visual context. Finally, implementing videos into the course makes the teaching-learning process more entertaining and enjoyable.

The aim of this course is to enhance vocabulary of young EFL learners through “Seasons” educational video.

1.2. Inspiration

Several years ago my family was living in an English speaking country. My children did not know English; however they had to study in an international school, where the language of study was English. To enroll my children in the international school I needed to complete an almost impossible task - to teach them several topics in English, in other words, to teach them vocabulary. Children were not motivated and all of my endeavors to create a context for teaching vocabulary did not work out well. However, once I encountered an interesting educational video called “Seasons” and decided to try it out.

Children did not understand a word in the video; nonetheless, they were asking me to play it every day.

Later, children started calling out separate words during the video while pointing those on the screen. I decided to buy all the DVD disks from Brilliant Baby series and regularly watch those together with my children. This experience inspired me to design an English teaching course based on educational video “Seasons”.

1.3. “Seasons” Educational Video

“Seasons” is an authentic educational video in terms of language and the context. The narrator in the video speaks English in a normal pace, without slowing down. The scenes in the video are created specially to teach children about the four seasons of the year. All of the actors in the video are children. Children in the video do not play specific roles; they act naturally in the “Seasons” context created by the movie crew. Every chapter of the movie represents one season. Children in the movie enjoy the Easter Egg Hunt in spring, swim in the sea in summer, rake the leaves in autumn, and play snowballs in winter.

This educational video creates an atmosphere of real life experience. It is engaging and attractive with its colors and background music. The text read by the narrator is very informative, thus it may be used as a foundation for the vocabulary of the course. I believe this authentic educational video may be used for the purpose of Enhancing English Vocabulary of Young EFL Learners.

Though this design project is built on “Seasons” educational video, any educational video may be used to enhance vocabulary about certain topics. Other videos may include different episodes of educational channels such as Da Vinci learning or BBC kids for

young learners and Discovery or History channels for adults and teenagers. Educational videos include various types of vocabulary which is possible to elicit and enhance through pre-, while and post- viewing/listening activities.

CHAPTER TWO: LITERATURE REVIEW

This chapter investigates the following areas: video in vocabulary instruction, young learners' vocabulary acquisition, the timing factor as a clue to effective implementation of video in the classroom and, finally, video and L1 bridging in the process of young learners' L2 vocabulary acquisition.

Video is a media which is widely used in language teaching. It touches upon different aspects of learning process. O'Donnell (1990) suggests implementing video as a literature in the teaching process. He states that the structure of a video film mostly resembles the literature scheme, as both include a plot, theme, setting and characters. "It's through the characters that they not only hear, but see language at work" (p. 4)

The idea of seeing and hearing information from the video is strongly connected to DCT or Dual Coding Theory, which explains the effectiveness of video through the point of view that we perceive the information via verbal and non-verbal modes. The core tenet of DCT is that when a person perceives information through both channels simultaneously, the brain makes a connection between those different kinds of inputs. This connection in its turn helps our mind to learn information and further remember it more effectively. (Clark & Paivio, 1991)

2.1. Video in Vocabulary Instruction

Videos as a media can be of a great help when learning vocabulary. This concept has been widely studied. Lin & Tseng (n.d.) investigated whether videos can help students of junior high school in North Taiwan to learn difficult words. They compared the results of learning difficult words through text-only, the text and an image, and the text combined

with video teaching patterns. The video group performed better than the other two groups.

Podszebka et al., (1998) in their study found out that, when video is included in the mode of instruction, it positively influences students' comprehension. On the other hand, it appeared that, when video is coupled with a text, there is significant improvement in vocabulary acquisition. It should be mentioned that supplementing video clips with captions likewise is implemented in vocabulary teaching process.

This idea is illustrated in Yuksel's & Tanriverdi's (2009) study on the “Effects of Watching Captioned Movie on the Vocabulary Development of EFL Learners.” Yuksel & Tanriverdi examined the impact that English captions within a video clip have on EFL students' vocabulary acquisition. The findings of this study show that videos were of a great help for the students' vocabulary development in both cases, when video clips were supported by captions and when no captions were included in the clips.

Captioned video gives an opportunity to develop reading vocabulary as well. Bazeli & Olle (1995) describe video as a visual aid for developing vocabulary among other visual aid kinds such as drawing, computer programs designed for vocabulary development and graphic organizers. Authors suggest several extensions of video as a visual aid for reading vocabulary development. First, video can be used for reading from the screen; next students may create videos by including captioned vocabulary words and, finally, learners may create short story presentations through video clips.

Computers are considered as another media that may include video watching programs through which vocabulary acquisition is facilitated. Lin (2010) conducted a study on incidental vocabulary acquisition and video comprehension through Computer

Assisted Language Learning (CALL) program. Main purpose of the study was to find out if through this media it is possible to incidentally acquire such parts of speech as verbs, adjectives and nouns. Two groups of students with different English language proficiency level were exposed to news video followed by vocabulary and comprehension tests. Both groups of students made progress in incidental vocabulary acquisition.

It becomes evident that different types of video are present in the process of Teaching English as a Foreign Language. In a recent study, Winslett (2014) made an attempt to categorize videos according to learning outcomes. Those are:

- Show factual and procedural content (listing the key points made in the video)
 - Directly instruct/describe (summarizing the steps viewed, classifying these steps into categories)
 - Provide exemplars (providing advice to novices)
 - Show real life practices and contexts (differentiating data into conceptual categories)
 - Show complexity and trigger better practices (video materials are used as a trigger to make value judgments)
 - Democratize video production (students produce their own materials)
- (p. 489-490).

Winslett states that with further technological development this scheme might be changing; however this categorization still might be of a great help when planning a lesson within a video material .

2.2. Young Students Vocabulary Learning

Despite the fact, that video as a tool for vocabulary enhancement can be used in teaching learners of all ages; young learners are students that learn vocabulary in a special way.

Before passing to the factors influencing young students' vocabulary learning, it is important to define what language acquisition is. "Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate." Friederici, AD. (2011).

Krashen & Terrell (1983), describe language acquisition as a process having several stages: 1) comprehension/reproduction 2) early speech production 3) speech emergence 4) intermediate fluency 5) advanced fluency. At the first stage students answer teacher's questions nearly without using the language.

Learners may reply by demonstrating their comprehension through movements or pointing to images. At the second, production stage, the learners respond to the questions with single word items. Teachers talk to the students by supporting their speech with gestures and pointing to objects, when necessary, to create understandable messages or to make a "comprehensible input".

In one of his lectures Krashen, after giving a short lesson in German using gestures and comprehension check questions, defined "comprehensible input" as "... giving people messages they understand"(site). Krashen made it clear that teacher should make an effort to have learners that do not know the language to understand him/her, otherwise his/her teaching results will not be successful.

The third stage of speech emergence, described by Krashen & Terrell (1983), takes place if the comprehensible input was successful during the previous stages. The fourth

stage of intermediate fluency is observed when students understand most of the vocabulary yet have slips in grammar. The final stage of advanced fluency is reached when a student has native like speech.

Haynes (1995) describes last two stages in more details. The fourth stage of intermediate fluency is reached when students have vocabulary of about six thousand words and learners are able to express their point of view. Moreover, the author mentions that at this stage students are developing foreign language learning strategy raising it based on their native language learning experience. The fifth stage of advanced fluency is characterized by almost native like language skills developed during four to ten years of persistent language learning.

Aitchison (1987) identified stages of vocabulary acquisition in terms of relations between a sound and a word, the word and its meaning and the connection of the word with the rest of vocabulary. The first stage, according to Aitchison, is “labeling” when a child associates a particular sound with a certain word and an object. The second stage of “packaging” describes a period when child grasps the “range of meaning” of the word. The third stage of “network building” describes deeper understanding of the word with its synonyms and antonyms. Author mentions that it is impossible to tell how long each of the stages lasts. Every child is unique and many factors, such as innate abilities, environmental impact and imitation capability, may influence the speed of child’s word acquisition.

Many authors referred to different aspects of young students’ vocabulary learning. Neuman & Wright (2014) touched upon “Common Myths” about how young learners learn the vocabulary. One of those myths is that children are like “sponges”, which means

that they are able to learn new vocabulary easily. Authors mention that this myth is due to the term of fast mapping or "...the notion that words can be learned based on a single exposure" (Neuman & Wright, p. 6). However, this idea is followed by explanation that young learners need many exposures to the new word so that they can have the full "picture" of its meaning.

Miller & Gildea explain the idea of how young learners understand the complete picture of the word meaning by giving us a glimpse into "How Children Learn Words" (1987). They define a word as "...a kind of lexical unit a person has to learn; all the derivative and compound forms that are merely morphological variations on the conceptual theme would not be counted as separate words" (p. 94).

The significance behind this definition is in authors suggesting that children may acquire the meaning of the word in two stages. The first, quick stage is characterized by the idea that a child "catches" the word and assigns it to a semantic category. For example, when a new name of a color is grasped from a conversation, even before seeing that color, child assigns it to the 'family' of colors. Authors explain that fact by child's ability "...to keep such fields separate even before they know what the individual words mean" (p. 95).

The following slow stage, described by the authors, starts when child tries to differentiate the new word within the category. Authors assume that between the 'quick' and 'slow' stages, there is a period in which the child has already assigned new word he/she learned to a certain category; however, within that category, the child may not be able to distinguish it from the rest of the words in the 'family'. Miller & Gildea (1987).

For example, a child may assign a fork to the ‘cutlery’ category, however do not know how exactly it is different from the knife and the spoon.

Following the previous idea, authors introduce the concepts of *overextension* and *underextension* of the word meaning which may happen between the ‘quick’ and the ‘slow’ stages. Both phenomena occur when a child does not understand the full meaning of the word. Where in the case of *overextension* the features of a named subject are coinciding with other subject carrying the same characteristics, child may assign two different words to the same category. The *underextension* takes place when some features of the named subject are unknown to the young learner.

Consequently when encountering a named subject with different characteristics a child fails to assign it to the right category. For example, green apple may 'fall out' of the apples category only because green was not introduced as a possible color of the apple (p. 95).

When children are placed in the academic context at about time when they reach fifth or sixth grade, they start looking for unfamiliar words’ meanings in dictionaries as they are taught to do. The same overextension and underextension takes place in this context. Students fail to compose sentences with new words correctly, as they use the familiar definition of the word from all possible ones in the dictionary.

Last but not least, Miller & Guildea (1987) mention, that the motivation to understand the word lasts for a very short time. Therefore, they state that “The key is to see the words in intelligible contexts. A dictionary is often misunderstood, but an interactive video display can mobilize the natural ability of a child to learn from context.” (p. 94)

Inferring from the sentence above it is possible to state that using video in the teaching context facilitates the vocabulary learning process.

Linse (2005) discusses the factors that are important in the process of vocabulary instruction to young learners. The author suggests that it is important to give direct and indirect vocabulary instructions. This means, that some of the vocabulary items should be pre-taught and some items should be figured out by learners.

To facilitate indirect instruction teachers may teach students strategies of guessing. For example, as a solution, the author offers introducing prefixes and suffixes that could help the learners to find out the meanings of new words. Moreover, the author mentions the importance of vocabulary recycling. The reappearance of new words may happen in different tasks and while mastering different skills.

In addition to the importance of giving correct instructions when teaching vocabulary to young learners it is vital to mention that teachers need to pay attention to the students' age and background knowledge.

Cameron (2001) states that when teaching vocabulary to young EFL learners, educators should take into account that "... young learners are still building their first language vocabulary" (p. 73). This means that for young learners it would be difficult to learn vocabulary items, which are unknown for them in their first language.

As to Cameron (2001), to know a word includes: 1) Receptive knowledge: Recognizing and understanding its meaning 2) Memory: recall when needed 3) Conceptual knowledge: use it with correct meaning 4) Using it correctly in spoken form (in isolation and discourse) 5) Grammatical knowledge: accurate use 6) Collocation knowledge 7) Orthographic knowledge 8) Pragmatic knowledge: style and register 9)

Connotational knowledge: positive and negative associations 10) Metalinguistic knowledge: grammatical properties 11) Cultural content: significance of use in the culture (p.74).

Further, the author connects conceptual knowledge with the age and life experience of the young learners. Cameron (2001) brings in the terms of syntagmatic associations and pragmatic responses, which are related to the age of the students. Syntagmatic associations happen, when younger children make a connection between different parts of speech or word classes. Older children associate words of the same class; this feature is called pragmatic responses. Author explains this difference in the way young and older students associate new words with their background knowledge, by the fact that older children already have abstract thinking, which enables them to classify new vocabulary items according to the word classes.

Pikulski & Templeton state that talking about student's vocabulary in singular oversimplifies its concept. Authors mention, that it is important to distinguish expressive, receptive, meaning/oral and literate vocabularies, where each branch includes different set of skills. Particularly, receptive vocabulary develops with listening and reading skills; expressive vocabulary includes speaking and writing skills; meaning/oral vocabulary consists of listening and speaking skills and literate/written vocabulary increases with reading and writing skills.

Pikulski & Templeton suggest that the level of development in each of the vocabularies may vary. For example, literate vocabulary of very young learners, who just start reading, does not yet exist, however their meaning vocabulary already functions and helps creating the literate vocabulary. For the adult learners literate vocabulary might be

larger than meaning/oral vocabulary, as in written language adult students mostly use larger word groups. Hence, teachers targeting equal development of four language skills consequently may enhance all vocabulary directions of EFL young students.

For that reason authors suggest to implement “Comprehensive Approach to Teaching and Developing Vocabulary”. This approach includes reading aloud in the class, direct instruction in the meanings of clusters of words as well as individual words, teaching meaning of prefixes and suffixes, linking spelling instruction to reading and vocabulary instruction, encouraging wide reading and creating deep interest in language and words (p. 4).

2.3. Timing Factor as a Clue to Effective Implementation of Video in the Classroom

Shulz (2006) in her article focuses on the factor of timing, at the same time stating that “Effective and thorough coverage of subject matter, smooth transitions between scenes, and audio quality, a logical sequence of information, and age-appropriate vocabulary are also critical when selecting media to visually and aurally reinforce concepts” (p. 14).

The importance of the timing factor when using video in the classroom is discussed by Adams & Hamm (2001) who suggest that after ten minutes of passive viewing, the child's focus on the subject matter begins to wane (as cited in Shulz, 2006). Thus, it is crucial to shorten the time of young learners' exposure to the video material.

Shulz (2006) describes possible solutions for that matter. She states that due to technological progress and DVD products modifications, it is now possible to select segments of video, consequently controlling the amount of time allocated for each topic. This opportunity gives an advantage of watching the material repeatedly to make necessary clarifications and reinforce new vocabulary. As to Shulz (2006) video

segmenting additionally gives an opportunity to watch two opposing episodes followed by contrasting or comparing ideas in teaching activities. As a result, these activities will foster critical thinking skills. According to Shulz, watching video, by in and of itself, is considered a passive experience (p. 17). Hence, the author suggests supplementing it with engaging activities in order to reinforce new vocabulary.

2.4. Video and L1 Bridging in Young Learners' Vocabulary Acquisition

Media through which students are learning a language can be engaging as well.

Generally, adults are struggling with use of mobile phones by their children as usually these devices are utilized for the sake of playing games. However, it is worth to mention that it is possible to use mobile phones in the field of education, particularly in language teaching through video applications. Owing to development of modern technologies, mobile phones are equipped with video watching option.

Hsu et al., (2012) in their study examined the effects of different display mode of video captions on mobile devices (p. 403). Specifically, authors looked at non-caption, full English caption with target word Chinese subtitles, and English target-word caption with target word Chinese subtitles modes impact on listening comprehension and vocabulary acquisition.

Chinese students, studying at the fifth grade of the school, participated in the study working in three groups according to the chosen modes. Additionally, when forming those groups, investigators took into account learning styles of all participating students. All of the groups improved their listening comprehension, nonetheless, in terms of vocabulary acquisition full caption and target word-caption groups performed better than non-caption group.

Full-caption group shared the opinion that captions disturbed their listening process and there was no need for those. However, all of the participants appreciated the opportunity to study with mobile phones.

The idea of including both the first and the second/foreign languages in vocabulary instruction is a matter of dispute. Some teachers are excluding L1 from vocabulary instruction, others do not. Lugo-Neris et al., (2010) believe that first language should be included in English vocabulary instruction.

In this study researchers examined the element of L1 bridging. Twenty-two Spanish-speaking children were exposed to two different kinds of vocabulary instruction.

Specifically, one group received instruction with English word expansions and the other group received English instruction with Spanish word expansions accordingly. As a result the group which received Spanish bridging during instruction improved their vocabulary.

Particularly, participants of bridging group improved receptive knowledge, naming and expressive definitions (p. 314). Authors mention that language proficiency in L1 and L2 was taken into account. It is not surprising, that, participants with low L1 proficiency improved their vocabulary less than the group with higher L1 proficiency. On the other hand, if teacher chooses to exclude L1 from foreign language teaching, educational authentic videos can facilitate the vocabulary acquisition process.

Stempleski (1987) brings forth reasons for using authentic video:

1. It presents real language. Moreover, it is ungraded and unsimplified. Language is spoken in typical accents and at a normal pace.

2. It provides an authentic look at the culture (values, customs, clothing, food and interactions).
3. It gives students practice in dealing with the medium.
4. It motivates learners to understand other authentic materials on their own (p. 9).

Tomalin (1990) supports the idea of using video in Language teaching classroom by stating that '...language learning is a happy experience, and video creates an attractive, enjoyable learning environment (p. 48).

To conclude, it is worth saying that video in language teaching can play a significant role. Whether it is supplemented with literature, subtitles or captions, it tends to improve vocabulary instruction and gives positive results in vocabulary acquisition. Moreover, video can be used in teaching English to young learners.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1. Needs and Environmental Analysis

3.1.1. Course Overview

This course was designed for young learners who were willing to participate in the after school English program, which aims to enhance students' English vocabulary through educational video. The title of proposed course is “Enhancing Vocabulary through Educational Video” and the video's title is “Seasons”. The students' age range for this course is 7-9 years old. Nine students from the third grade of Ananya Shirakatsy Lyceum participate in this after school program. English language is a part of the third grade school curriculum. All of the after school programs in the lyceum aim to enhance students' skills in the target area. As my course is targeting enhancement of English vocabulary, it fits the lyceum program and does not bring major changes in the students' schedule.

3.1.2. Location of Analysis

Since the topic of the video is included in the third grade curriculum, any school having English as a foreign language would suit for my course purposes. As my child is attending Anania Shirakatsy Lyceum, I am aware that the school has International Baccalaureate (IB) status and that particular program welcomes students' parents to be involved in the teaching-learning process. Moreover, alternative to grammar translation method, communicative approaches to teaching English are welcomed in this school.

3.1.3. Instruments

To find out information for the Needs and Situation analysis, I used face-to-face interviews with teachers and administration of the lyceum. The questions I had prepared for the interviews were as follows:

1. Is the topic “Seasons” included in the curriculum, if yes, in what grades?
2. What book/books do teachers use in the classroom?
3. How much time is allocated for the topic within a program?
4. What kinds of vocabulary enhancement activities are conducted in general?
5. What kinds of activities students enjoy?
6. Do students watch educational videos in the class? If yes how many times per week/month?
7. Is there English club/after school program?
8. Do teachers need an English club to help them cope with the curriculum?
9. Which of the four skills students need to improve more?
10. What is the duration of after school clubs in the lyceum?

3.1.4. Findings

Five teachers and the administrator answered the questions. At the end of the interviews I found out several important factors that would help me design my course in a way to suit my students' needs. First of all, the topic of the educational video “Seasons” is included in the Textbook Super Minds 2 by Puchta et al. (2012). Super Minds 2 is used by English teachers in the third grade classroom. However, only two lessons are planned in the curriculum to teach this topic. Next, when I asked teachers about what kinds of activities students enjoy, the answer was “They like everything that comes after they hear the word game”.

As to vocabulary enhancement activities conducted in the class, teachers mentioned “Simon says”, “Missing letters”, crosswords and any games where a sack is used to hide subjects in order to name those out loud in the class. Regarding the frequency of watching video in the classroom, teachers noted that students watch video once or twice a month and distribution of video watching opportunities is unequal. Meaning, that students may watch video during two following weeks and then do not watch video till the end of the month.

Surprisingly, among many after school clubs run by the lyceum, there is no English club. English teachers have only forty minutes per each class in the curriculum and the textbook they use is very intense; therefore, the teachers do not have much time to conduct activities that are not directly connected with the textbook. Hence, teachers are welcoming the initiative of including English after school program in the lyceum. Among four skills that need to be enhanced teachers emphasized speaking.

The administrator mentioned that the duration of any after school club in the lyceum is one hour. Additionally, she mentioned that third year students have a very heavy schedule and the only time for the course is from 4:30pm to 5:30 pm. Finally, it was mentioned that after our class students need to rush to get on their school bus, therefore I have to give them 5-10 minutes from the class time to get ready.

3.2. Course Design

Taking into account the results I have got from the findings, I need to design my course in the following way:

- As students after their school classes are going to be tired, I should not overload them.
- Students have a heavy workload in terms of homework, for that reason I need to exclude giving homework.
- Keeping in mind that students like playing games, I should make my lessons active and engaging (at the same time not losing the goals and objectives targeted in my course).
- Taking into account that teachers mentioned necessity to enhance speaking skills, I should plan more activities developing speaking skills in my course.
- Taking into consideration the fact that students during their class time are rarely watching videos, I should not make videos too long (as learners are not used to that). However, I could use videos in almost every lesson.

3.2.1. Goals and Objectives

In order to end up with a successful course, it should be designed based on well-established foundation. That foundation consists of appropriately perceived goals and objectives. Goals are main ideas that govern the course. Having certain goals in mind is easier to understand in which direction to move. However, goals are more general than objectives. Objectives are paths that lead the teacher to reach his/her goals in the course.

Every objective can be realized through one to several teaching activities.

Objectives make attaining the goals a realistic task. Moreover, goals and objectives help to understand and decide on the type of assessment that teacher is going to use in the course.

Taking into account the time constraints, I did not target too many goals to make my course more realistic and successful. As the main media through which I teach this course is video, an essential part of my goals and objectives is targeting vocabulary introduced in the video, which should be understood, practiced and enhanced through using it in the real life context.

Below is provided the chart of goals outcomes and assessment for this course.

Table 1: *Goals and Outcomes*

GOALS	OUTCOMES	ASSESSMENT		
		Monitoring of class activities	Repeated matching activity	Portfolio
GOAL 1: Develop students' ability to understand most of the content in the authentic video	1.1. Mark words in the handouts as they hear those in the video segment while watching the clip		X	X
	1.2. Answer questions related to the video clip after watching it	X		
	1.3. Match the words to the pictures when the video is paused		X	X
GOAL 2: Enhance vocabulary around the topic Seasons	2.1. Name and describe the seasons	X		
	2.2. Describe foreign holidays in each season	X		X
	2.3. Relate certain weather to the season/seasons	X		X
	2.4. Name the months and arrange them according to the seasons	X		X
	2.5. Use the target vocabulary in a meaningful context	X		
GOAL 3: Communicate on the topic of Seasons	Ask and answer simple questions about their favorite seasons and weather	X		
	Associate their birthday with a season and its typical weather	X		
	Ask and answer questions related to seasonal clothing	X		

3.2.2. Assessment Plan

Without assessment any teaching course is incomplete. Assessment informs teachers about the course being meaningful and worth implementing. All objectives targeted in the course should be assessed to make sure that the goals of the course are attainable. In order to create stress-free environment in the classroom I have chosen alternative forms of assessment, such as repeated matching activity (test, re-test) and portfolio. The results of the matching activity are introduced with the graph describing the quantitative changes in the students' active vocabulary. (Appendix B)

Constant monitoring of classroom activities gives an opportunity to modify teaching process when needed. Every activity observed by the teacher might serve as an assessment tool for students' performance. The list of main assignments and assessments, with short descriptions of activities, is provided below.

3.2.3. Assignments & Assessments

1. Pre-Listening/Viewing Activities

Students discuss the topic of the video chapter prior to watching it or try to guess the topic by finding clue-words which are directly connected with the topic.

2. While-Listening/Viewing Activities

Students are given worksheets with target words/phrases/sentences from the video on it. Next learners watch the video and circle the words as they hear them.

3. Post-Listening/Viewing Activities

May include group discussions and/or peer-evaluation of completed worksheets. Discussions are finalized when one student per each group shares the opinion of the team with the class

4. Flashcard Games

The teacher introduces/reinforces new vocabulary with the flashcards. Further different options of flashcard activities are possible. Memory games or sorting activities help to reinforce vocabulary.

5. Vocabulary Games

Students form groups. Later they make words from cutout letters and glue them on a sheet of paper. Activity can target time (which group works faster), correct order in the sentence and guessing the topic of the day.

6. Filling a Grid

Students fill in grids required types of information. For example, students write the names of months under corresponding season of the year and next to the months they write down names and birthdays of the group members.

7. Songs

Teacher introduces new song to the students first by pre-teaching clue words with flashcards and then by singing and acting it out several times with the students.

8. Making Posters

Students form groups and make posters representing seasons and seasonal holidays. Next each group introduces their poster to the class.

3.2.4. Learning Plan

The learning plan consists of five units with four/five lessons per each unit. Each lesson lasts fifty minutes and the course duration is twenty hours. First four units represent seasons of the year, particularly each unit, except the fifth one, is designed to enhance vocabulary about one of the seasons. The fifth unit is designed to reinforce vocabulary about all four seasons.

Through this course students learn to understand most of the speech represented in video and use target vocabulary in the meaningful context. Each unit has lessons touching upon “Holidays of the Season” topic, where students get acquainted with some of foreign holidays.

Each unit includes fun activities, engaging games and songs appropriate for the proficiency level of the students. The course is designed for young EFL beginner learners of age 7-9. The class size is nine students. The table with the course learning plan is provided on the next page.

Table 2: Course Learning Plan

Schedule	Vocabulary	Activities
Unit 1/Week 1/ Day 1/ Theme: Winter Snow & Christmas	Icicles Reindeers Christmas tree Christmas lights Christmas biscuits Candy canes Shovel Snow Snowball Snowman Snow angel Snowflake Carrot Teddy Bear Ornaments Celebrate Decorate Ice Ice-skating Sledding Santa Claus Presents	Icebreaker – Flashcard <ul style="list-style-type: none"> Students pull out of box colorful balls with the names of their peers and do a handshake when meeting each other Game – Flashcard <ul style="list-style-type: none"> Students learn words through showing pictures and naming the cards Matching Activity <ul style="list-style-type: none"> Students match words to the corresponding pictures Brilliant Baby video – “Winter” chapter <ul style="list-style-type: none"> Students watch the video for the first time
Unit1/Week 1/Day 2 Theme: Winter Snow & Christmas Cont.	Icicles Reindeers Christmas tree Christmas lights Christmas biscuits Candy canes Shovel Snow Snowball Snowman Snow angel Snowflake Carrot Teddy Bear Ornaments Celebrate Decorate Ice Ice-skating Sledding Santa Claus Presents	Memory Game – Flashcard & Worksheet <ul style="list-style-type: none"> Students recall and find the missing/covered words Envelope Activity/Scrambled Words <ul style="list-style-type: none"> Students arrange the cutout letters in the correct order to form words “Snow, Snows” Song <ul style="list-style-type: none"> Students sing “Snow, snows” song together with the teacher Spot the Word <ul style="list-style-type: none"> Students identify and circle clue words while watching the video

<p>Unit 1/Week 1/ Day 3</p> <p>Theme: Winter</p> <p>Weather</p>	<p>Weather</p> <p>Sunny</p> <p>Rainy</p> <p>Snowy</p> <p>Windy</p> <p>Cold</p> <p>Hot</p> <p>Happy</p> <p>Sad</p> <p>Sleepy</p> <p>Dancing</p> <p>What is the weather out today?</p> <p>Is it sunny/rainy/snowy/windy?</p> <p>What kinds of weather do you like?</p> <p>My favourite weather is_____.</p>	<p>Spot the Word*</p> <ul style="list-style-type: none"> Students identify and circle target words while watching the video <p>Weather Discussion</p> <ul style="list-style-type: none"> Students ask and answer questions about weather <p>Flashcard Game</p> <ul style="list-style-type: none"> Students learn words through showing pictures and naming the cards <p>Weather posters</p> <ul style="list-style-type: none"> Students in groups make posters about different kinds of weather <p>“What’s the Weather?” Song</p> <p>Students learn to sing a new song about weather using their own posters</p>
<p>Unit 1/Week 2/ Day 4</p> <p>Theme: Winter</p> <p>Weather & Clothes</p>	<p>Weather</p> <p>Sunny</p> <p>Rainy</p> <p>Snowy</p> <p>Windy</p> <p>Cold</p> <p>Hot</p> <p>Happy</p> <p>Sad</p> <p>Sleepy</p> <p>Dancing</p> <p>Coat</p> <p>Winter jacket</p> <p>Winter boots</p> <p>Winter hat</p> <p>Scarf</p> <p>Gloves</p> <p>Mittens</p> <p>Jumper</p>	<p>What is the Weather on the Poster?</p> <ul style="list-style-type: none"> Students recall different kinds of weather that they depicted on the posters during the previous lesson <p>“What’s the Weather?” Song – Reinforcement</p> <ul style="list-style-type: none"> Students sing the song with poster visual aid <p>Winter Clothes Flashcard Game</p> <ul style="list-style-type: none"> Students name pictures of winter clothes <p>“Simon Says...”</p> <ul style="list-style-type: none"> Students act out winter clothes

		<p>and weather vocabulary</p> <p>Winter Words Game</p> <ul style="list-style-type: none"> • Students in groups list words from “Winter” video chapter •
<p>Unit 1/Week 2/ Day 5</p> <p>Theme: Winter</p> <p>Months</p>	<p>What are the winter months?</p> <p>December January February</p> <p>January, February, March, April, May, June, July, August, September, October, November, December</p> <p>These are the months of the year.</p> <p>To turn into ice To celebrate the New Year To throw a snowball To shovel snow To make a snowman To stack on each other To hug a Teddy Bear To have hot chocolate</p>	<p>Winter Months</p> <ul style="list-style-type: none"> • Students identify and name winter months <p>Months of the Year</p> <ul style="list-style-type: none"> • Students learn to sing “Months of the Year” song <p>Winter Matching Activity</p> <ul style="list-style-type: none"> • Students match words to the corresponding pictures <p>Spot the Phrase</p> <ul style="list-style-type: none"> • Identify and circle target phrases while watching the video <p>Sticky Sentences</p> <ul style="list-style-type: none"> • Students find sentences corresponding to the screenshots and glue them
<p>Unit 2/ Week 2/ Day 6</p> <p>Theme: Spring</p> <p>Months, Flowers, Bugs</p>	<p>Flower Gloves Farmer Planting Dirt Wheelbarrow Garden Garden Tools Grass Digging Seeds Insects Butterfly Bee Egg Hunt Umbrella Bunny Egg Baby chicks</p>	<p>Months - Flashcard</p> <ul style="list-style-type: none"> • Students identify and name spring months among other months of the year <p>Months of the Year</p> <ul style="list-style-type: none"> • Students sing “The Months of the Year” song <p>Spring Flashcard Game</p> <ul style="list-style-type: none"> • Students name flashcards depicting “Spring” vocabulary <p>Spring Words Matching</p> <ul style="list-style-type: none"> • Students match words to the

	<p>Bay ducks Rain Raincoat Boots</p>	<p>corresponding pictures</p> <p>Holiday Poster</p> <ul style="list-style-type: none"> Students decorate posters using current holiday (Tyarndarach and Valentine's day) vocabulary
<p>Unit 2/Week 3/ Day 7</p> <p>Theme: Spring</p> <p>Easter</p>	<p>Farmer Tractor Plowing Field Flower pot Butterflies Bunnies Eggs Plant Garden Garden tools Flower Smell Seeds Raincoat Egg Hunt Umbrella Hole Wheelbarrow Grow Insects Barefoot Rain</p>	<p>Spot the Word</p> <ul style="list-style-type: none"> Students identify and circle target words while watching the video <p>Easter Egg Hunt</p> <ul style="list-style-type: none"> Students write and explain the meaning of the words from "Spring" video chapter which they find in the plastic eggs <p>"If All the Raindrops..." Song</p> <ul style="list-style-type: none"> Students learn to sing Barney's "If all the raindrops song"
<p>Unit 2/ Week 3/ Day 8</p> <p>Theme: Spring & Planting</p>	<p>Tractor plowing the field Grow pretty flowers Make a garden Dig a hole Water your garden Give plenty of water Smell the flower Pour in the seeds Work in the garden Put on gloves Play in the rain Cover the seeds with dirt Make the plants grow Have an egg hunt Get out garden tools Enjoy spring grass</p>	<p>Repeat after Ann</p> <ul style="list-style-type: none"> Students repeat words from the worksheet as a class <p>Spot the Phrase</p> <ul style="list-style-type: none"> Students identify and circle target phrases while watching the video <p>Flower Planting Instructions</p> <ul style="list-style-type: none"> Students recall flower planting instructions as a class <p>Planting the Flowers</p> <ul style="list-style-type: none"> Students plant the flowers while speaking English and

		following the instructions
Unit 2/Week 3/ Day 9 Theme: Spring & Weather	Weather Sunny Rainy Windy Hot Cold Raincoat Boots Umbrella Raincoat Boots Umbrella March April May Easter Spring grass Barefoot Mothers' day Egg hunt Plowing Seeds Flower Grass Garden	Flower Planting instructions <ul style="list-style-type: none"> Students recall the instructions of flower planting procedure Spring Words Matching <ul style="list-style-type: none"> Students match words to the corresponding pictures Sticky Sentences <ul style="list-style-type: none"> Students read and match sentences to the corresponding screenshots Weather & Clothes Flashcards <ul style="list-style-type: none"> Students name the pictures on the flashcards together with the teacher Flyswatter activity <ul style="list-style-type: none"> Students find /read and tap the called out words quickly
Unit 3/ Week 4/ Day 10 Theme: Summer	Barbeque Ice-lolly Watermelon Sun Swimming Sand Beach ball Fireworks Baseball Snorkelling Summer Beach Splashing Swimming pool Sunglasses Golden Sun Shine down on Please come out Hiding behind the tree We can play with you Children are asking you	Spring Matching Activity <ul style="list-style-type: none"> Students match words to the corresponding pictures Summer Flashcards Activity <ul style="list-style-type: none"> Students name the pictures on the flashcards together with the teacher Watching Brilliant baby video's "Summer" chapter <ul style="list-style-type: none"> Students watch the video attentively paying attention to the words they heard

		<p>during flashcard activity.</p> <p>“Mr. Sun” Song</p> <ul style="list-style-type: none"> • Students learn to sing Barney’s “Mr. Sun” song
<p>Unit 3/ Week 4/ Day 11</p> <p>Theme: Summer</p>	<p>June July August Summer Ice-lolly Watermelon Barbeque Ketchup Mustard Swimming Swimming pool Splashing Snorkel Fireworks Sun Sunglasses Sand Sand castle Beach ball</p>	<p>Flashcards Memory Game</p> <ul style="list-style-type: none"> • Students recall and find the missing/covered words <p>Spot the Word</p> <ul style="list-style-type: none"> • Students identify and circle target phrases while watching the video <p>Envelope Activity/Scrambled words</p> <ul style="list-style-type: none"> • Students arrange the cutout letters in the correct order to form words from “Summer” video chapter <p>“Mr. Sun” Song</p> <ul style="list-style-type: none"> • Students sing Barney’s “Mr. Sun” song
<p>Unit 3/ Week 4/ Day 12</p> <p>Theme: Summer & Summer activities</p>	<p>To wear sunglasses To have a barbeque To jump of the diving board Big piece of watermelon To swim in a pool Eating ice-lollies To wash the sand of To cool of Playing at the beach Summer Holiday To throw a beach ball To play in the sand To float in the water To get in the water To go swimming</p> <p>Swimming in the swimming pool When days are hot When days are cold Breast-stroke</p>	<p>Spot the Phrase</p> <ul style="list-style-type: none"> • Students identify and circle target phrases while watching the video <p>Flashcard Memory Game</p> <ul style="list-style-type: none"> • Students recall and find the missing/covered words <p>“I Love Summer Because”/Filling the Grid</p> <ul style="list-style-type: none"> • Students fill in the grid with their peers’ favorite summer activities

	Side-stroke Fancy-diving Don't you wish you would not have anything else to do?	“Swimming , swimming in the swimming pool” Song <ul style="list-style-type: none"> Students learn to sing and act out new song about swimming
Unit 3/ Week 5/ Day 13 Theme: Summer	Barbeque Ice-lolly Watermelon Sun Sunglasses Swimming Sand Beach ball Fireworks Baseball Snorkelling Summer Beach Splashing Ketchup Mustard Hot Swimming pool	“Swimming , swimming in the swimming pool” Song <ul style="list-style-type: none"> Students sing and act out new song about swimming Summer Words Game/List <ul style="list-style-type: none"> Students in groups list words from “Summer” video chapter Autumn Flashcard Game <ul style="list-style-type: none"> Students name the pictures on the flashcards together with the teacher Nice to Meet You Autumn! <ul style="list-style-type: none"> Students watch the video attentively paying attention to the words they heard during flashcard activity.
Unit 4/ Week 5/ Day 14 Theme: Autumn & Thanksgiving day	Jumper Pile Stream Pumpkin Fruit Market Apple orchard Rake Turkey Dessert Pumpkin pie Basket Corn Leaves Popcorn Harvest Standing outside	Autumn Season Discussion <ul style="list-style-type: none"> Students recall and discuss information from “Autumn” video chapter with the teacher Autumn Matching Activity <ul style="list-style-type: none"> Students match words to the corresponding pictures Flashcard Memory Game

	<p>Raindrops Lemon gums Gum drops Oh what rain that would be</p>	<ul style="list-style-type: none"> Students recall and find the missing/covered words <p>Spot the Word</p> <ul style="list-style-type: none"> Students identify and circle target words while watching the video <p>“If All the Raindrops...” Song</p> <ul style="list-style-type: none"> Students sing Barney’s “If all the raindrops song”
<p>Unit 4/ Week 5/ Day 15</p> <p>Theme: Autumn & Weather</p>	<p>What is the weather in autumn? Is it rainy? Is it windy? Is it cold? What do you like to do in autumn?</p> <p>Autumn happens in the months of To catch the leaves To make popcorn To change colours To wear a jumper To fall from the trees To ride through an apple orchard To make a pumpkin pie To buy some apples To rake the leaves up To share with your friends To fill up a basket To make apple juice To celebrate autumn holiday</p>	<p>“What’s the Weather in Autumn?”</p> <ul style="list-style-type: none"> Students ask and answer questions about the weather in autumn <p>Spot the Phrase</p> <ul style="list-style-type: none"> Students identify and circle target phrases while watching the video <p>Dice Game</p> <ul style="list-style-type: none"> Students complete vocabulary tasks based on the number of dots on the dice (instruction) <p>“What’s the Weather?” Song</p> <ul style="list-style-type: none"> Students sing a song about weather using their own posters
<p>Unit5/ Week 6/ Day 16</p> <p>Theme: Four Seasons</p>	<p>Sledding Snow angel Icicles Reindeers Christmas tree Snowball Teddy Bear Snowman Carrot Ornaments</p>	<p>Recognize the Season</p> <ul style="list-style-type: none"> Students sort the words according to the seasons <p>Seasons Collage/Sorting Images</p> <ul style="list-style-type: none"> Students sort images according to the seasons

	<p>Celebrate Ice-skating Santa Claus Snowflake</p> <p>Flower Gloves Farmer Planting Dirt Wheelbarrow Garden Tools Grass Digging Seeds Butterfly Bee Egg Hunt Umbrella Swimming Beach ball Ice-lolly Fireworks Watermelon Barbeque Beach Swimming pool Splashing Snorkelling Sunglasses Baseball Summer Jumper Pile Stream Pumpkin Fruit Market Apple orchard Rake Turkey Dessert Pumpkin pie Basket Corn Leaves Popcorn</p>	<p>Meet the Seasons</p> <ul style="list-style-type: none"> Students in groups introduce all of the flashcards (Four Seasons) in English <p>Autumn Matching Activity</p> <ul style="list-style-type: none"> Students match words to the corresponding pictures
<p>Unit 5/ Week 6/ Day 17</p> <p>Theme: Four Seasons & Months of the Year</p>	<p>January February March April May June July August September October</p>	<p>“These are the Months of the Year” Song</p> <ul style="list-style-type: none"> Students learn to sing “The Months of the Year” song <p>Months List</p> <ul style="list-style-type: none"> Students arrange months in correct order

	<p>November December</p> <p>Winter Spring Summer Autumn</p>	<p>Months Spinning Wheel</p> <ul style="list-style-type: none"> Students sort the months according to the seasons <p>Months Writing Task</p> <ul style="list-style-type: none"> Students write the months' names under the corresponding seasons
<p>Unit 5/ Week 6/ Day 18</p> <p>Theme: Four Seasons & Months of the Year</p>	<p>Winter Spring Summer Autumn January February March April May June July August September October November December</p> <p>Winter Spring Summer Autumn</p>	<p>Months Writing Task</p> <ul style="list-style-type: none"> Students write the months' names under the corresponding seasons <p>Scrambled Months</p> <ul style="list-style-type: none"> Students arrange the cutout letters in the correct order to form months' names <p>Seasons – Posters</p> <ul style="list-style-type: none"> Students in groups make posters for each season of the year
<p>Unit 5/ Week 7/ Day 19</p> <p>Theme: Four Seasons & Birthdays</p>	<p>When is your Birthday? My Birthday is on__ of (month). My birthday is in (season). I am ___ ears old. My favourite present is____.</p> <p>January February March April May June July August September October November December Winter Spring Summer Autumn</p>	<p>When is Your Birthday?</p> <ul style="list-style-type: none"> Students answer the question "When is your Birthday?" in oral and written forms <p>Vocabulary List</p> <ul style="list-style-type: none"> Students read, select and write words from seasons vocabulary lists <p>Easter Egg Hunt</p> <ul style="list-style-type: none"> Students find plastic eggs with the words hid in them, then pronounce and explain the meaning of words

<p>Unit 5/ Week 7/ Day 20</p> <p>Theme: Four Seasons Farewell</p>	<p>Let's take a picture Smile Here you are Thank you Will miss you</p>	<p>Seasons Farewell</p> <ul style="list-style-type: none">• Students watch the whole movie about the seasons without interruption <p>Presents - Coloring books/Worksheets</p> <ul style="list-style-type: none">• Teacher distributes the presents <p>Photo session with the students</p> <ul style="list-style-type: none">• Teacher asks students for a group picture
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CHAPTER FOUR: REFLECTIONS AND RECOMMENDATIONS

4.1. Reflection on the Project

During two years of study in the American University of Armenia, there were multiple challenging tasks to complete. Design project was the most challenging and yet the most inspiring task of all.

The reason for designing this course was my desire to understand if authentic educational videos could work as a teaching material for young EFL learners. Before starting the project, I observed the students during their English classes to understand if the vocabulary from the video corresponds to their proficiency level. The video I was going to teach with mostly included vocabulary about the four seasons of the year. Inferring from the way the students interacted in the classroom, first it seemed that learners might be familiar with the most of vocabulary from the video. However later it appeared that learners did not know the words not included in their books.

To cut down the size of vocabulary covered in any given session at the beginning of each unit students sorted flashcards into folders. The first folder students filled with words they knew, whereas the second folder was assigned for the words they did not know. Consequently, only a small part of familiar words was later included in the rest of teaching activities.

Initially assessment plan included peer-checking activity; however later it was substituted by the test re-testing option. This kind of assessment made the students' progress more obvious. At the beginning of each unit students completed word-matching worksheets; later toward the end of the unit, the learners filled in the same worksheets again.

As the whole project was based on the video materials, students watched short video clips about seasons repeatedly. One of the concerns was students' motivation to watch the same video several times. However, as the students were working on different activities while watching the video motivation did not appear to be a problem. It is known that children enjoy repeating, especially those activities that they find entertaining and educational.

The units of the course walked the students through the four seasons of the year. Every unit had something exciting in it. Winter season brought the joy of Christmas holidays, snow and presents. Spring was exciting with its Easter Egg Hunt and flower planting activities. Summer season brought the longest holidays closer. Finally, autumn season introduced students to the fun of raking leaves and the Thanksgiving holiday.

The design of teaching activities replicated the real seasonal activities to the most possible extent. This connection of the course to the reality made the teaching process more meaningful and natural. As a whole, the course was effective in terms of students' achievements. Moreover, the entire experience is unforgettable as the first class that I was teaching alone.

4.2. Recommendations for Teachers

- Challenge yourself to create materials. This course requires a lot of time to design the materials. It is suggested to prepare the entire set of teaching materials beforehand to avoid inconsistency in activities when introducing units to the students.
- Try out the worksheets by yourself first to know the order of word appearance. The worksheets designed for while-viewing/listening activities consist of the word lists, where students need to circle the words in the order of appearance. However,

sometimes students circle all of the words/phrases before they hear them in the video. Thus, it is important to try out the worksheet prior to the lesson and mark the order the words appear.

- Make word-catching process in the while-viewing/listening activity more effective by playing memory games beforehand.
- Let the students speak out if they like to play a different game. Sometimes, students are very excited about certain activities or songs. Therefore, they ask to play the game or sing the favorite song from previous lessons, while those are not included in the lesson plan of the day. Nonetheless, slight changes in the lesson plan are acceptable, especially if those changes may increase the effectiveness of the learning process.
- Pick activities from the video that help to establish connections with the teaching material. When the students watch the video, they tend to associate the activities from the video with their own life experience. Hence, it is good turn those activities into a real life experience. This way learners can remember not only the activities, but also the language they used while experiencing certain situations.
- Do not plan more than four activities per fifty-minute lesson. Save at least ten minutes for unforeseen circumstances.
- Be flexible with the units to keep them close to the reality. This course is devoted to the seasons of the year; thus it is reasonable to start teaching it with the current season. For example, if it is October it is reasonable to start with the “Autumn” unit.
- Typically, it is more effective to include in the course only the words that are in the video. The words not referred to the video do not retain in the memory, hence it requires extra time and efforts to teach those.

- Include scrambled word activities. Though this activity requires lot of paper cutting, it is absolutely worth it. Students were very excited to complete this task in time to earn scores for their groups.
- Let the students enjoy their experience. Making learning fun is an inseparable attribute of effective and meaningful educational process. When students are enjoying the learning process there is high probability that they will recall the material, as people tend to remember positive experiences more than the negative ones.

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Appendices

Appendix A

The Seasons / Lesson Plan 1

Yana Nagoga

2/1/2016

Topic: Winter**Duration of Lesson:** 50 minutes**Instructional Setting:** Anania Shirakatsy Lyceum**Learners' ages:** 8**Target language proficiency:** Beginner**Native language:** Armenian**Educational background:** Primary school knowledge**Reasons for taking this course:** After school program

Prior learning related to this lesson: Prior to this lesson students got acquainted with the topic “Seasons” (two school hours) within their English school program.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Recognize each other's names
LO2	• Name the objects depicted on the flashcards
LO3	• Match the names of objects to the corresponding pictures
LO4	• Ask questions about educational video clip

Materials:

- Flashcards with winter vocabulary (Appendix 2)
- Matching worksheets (Appendix 1)
- Balls with students' names
- A sack

WARM-UP

1. "Ice Breaker" → LO#1 (10 minutes)
 - a. In this activity students will get acquainted with each other while pulling balls with their peers' names out of the sack.
 - i. Ask a student to come up to the sack.
 - ii. Ask him/her to pull out of the sack a ball with a name on it.
 - iii. Ask the same student to call out the name.
 - iv. Make sure that the other student recognized his/her name and came up to the first student.
 - v. Ask students to introduce themselves to each other.
 - vi. Ask the student whose name was called to pull out the next ball.
 - vii. Continue activity until all of the students have a chance to pull the ball out and introduce themselves.

PHASE I – PRESENTATION

2. "Flashcard Game" → LO#2 (5-10 minutes)
 - a. In this activity teacher introduces vocabulary through a flashcard game.
 - i. Show flashcards (one at a time) to the students.
 - ii. Ask students to guess what is depicted on the flashcard
 - iii. Repeat the word as a class.

PHASE II – PRACTICE/COLLABORATION

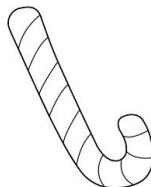
3. "Matching Activity" → LO#3 (5-7 minutes)
 - a. In this activity students will match pictures to the names of objects in their worksheets.
 - i. Distribute worksheets with the matching activity
 - ii. Ask students to connect the words to the corresponding pictures with a line.

WRAP-UP/REVIEW/CONNECTIONS

4. "Nice to meet you winter!" → LO#4 (10 minutes)
 - a. In this activity, students watch a chapter from "Seasons" educational video.
 - i. Play the "Winter" chapter of the "Seasons" video
 - ii. Task: Tell students to watch attentively and remember the questions they want to ask and write them down if needed in Armenian.
 - iii. Let them ask the questions they have come up with (When answering the questions about words meaning teacher tries to mime the answers instead of translation)

Appendix 1

Christmas lights



Santa Claus



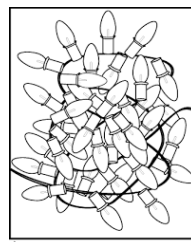
Candy Cane



Christmas Biscuits



Puppy



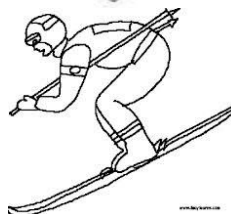
Present



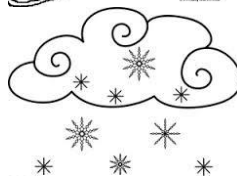
Stick



Snow



Ice



Shovel



Snow-skiing



Decorate



Appendix2

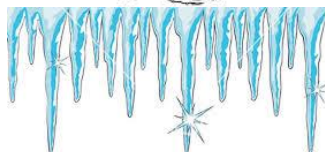
Snowball



Christmas tree



Reindeer



Snow Angel



Icicle



Sledding



Snowman



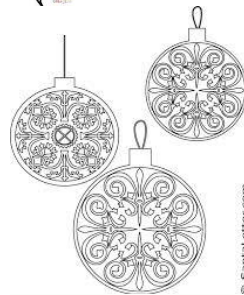
Teddy Bear



Celebrate



Ice-skating



Carrot



Ornaments



Appendix 2



Santa

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reindeer

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ornament

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angel

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candy cane

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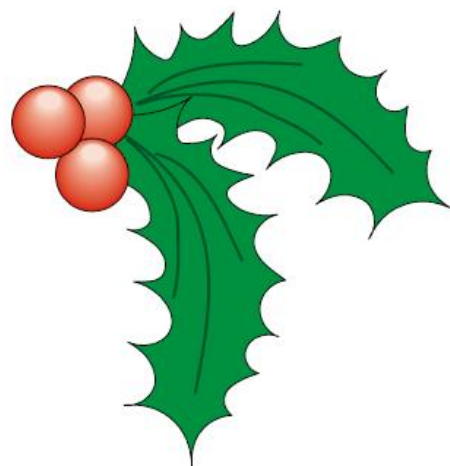


gingerbread
man

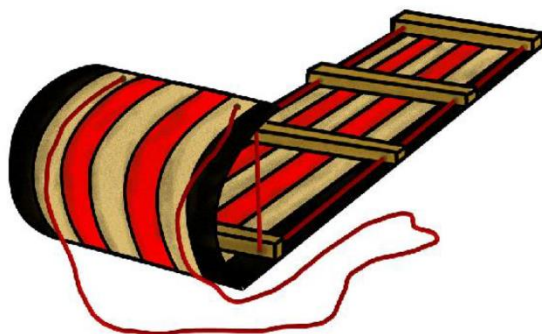
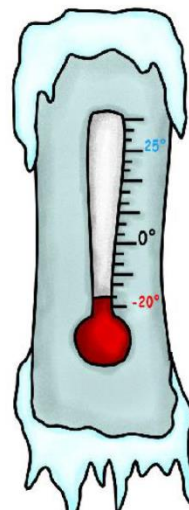
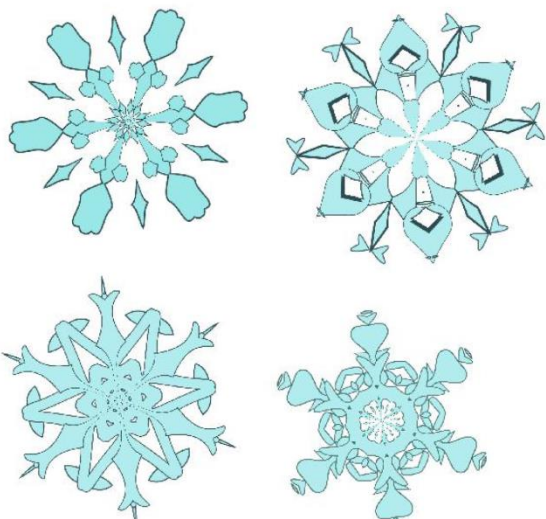
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carollers

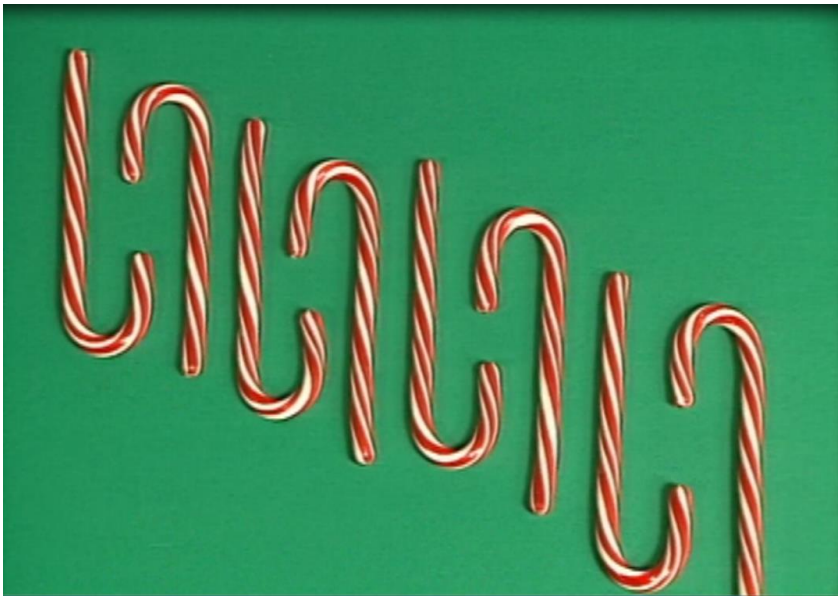


holly



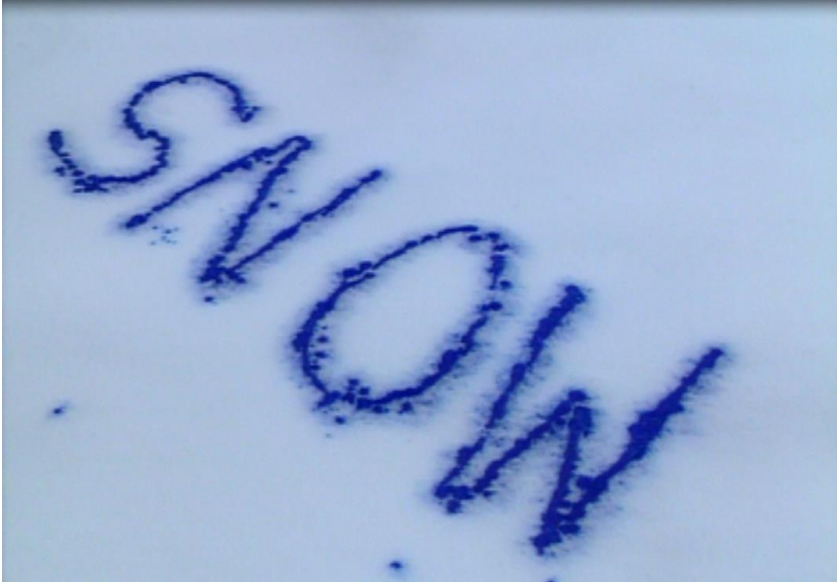




















The Seasons / Lesson Plan 2

Yana Nagoga

2/3/2016

Topic: Winter

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: Prior to this lesson students were introduced to vocabulary about “Winter” topic through flashcards. The words targeted in this lesson are not new to the learners, however they did not practice them yet. Students have watched the “Winter” video clip once.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Recall and find the missing/covered words
LO2	• Students arrange the letters in the correct order to form words
LO3	• Sing “Snow, snows” song
LO4	• Identify and circle clue words while watching the video

Materials:

- Flashcards (Appendix 3)
- Memory board
- Worksheets with words (Appendix 1)
- Song’s lyrics (Appendix 2)
- Scrambled words (Appendix 4)

WARM-UP

1. “Flashcard Memory Game ” → LO#1 (15 minutes)

This activity is possible to implement in two ways.

- a. “Missing Picture” option.
 - i. Name flashcards as a whole class
 - ii. Ask four students to come up
 - iii. Ask six students to hold six flashcards (one card per student) for 10 seconds then turn with their backs.
 - iv. Ask 6 students to change their places.
 - v. Ask four students to turn too.
 - vi. Ask one of the six students to turn the card so that the picture is no longer visible
 - vii. Ask each of the four students which card is missing
 - viii. Ask other six students to hold next set of cards and other four students to guess
 - ix. Continue until all of the students have a chance to participate.
- b. “Memory Board” option
 - i. Place the cards in the memory board
 - ii. Ask the students approach in pairs to the board
 - iii. Open the cards for 10 seconds then close them.
 - iv. Ask students each to open one pair
 - v. Ask students to name the cards
 - vi. Continue until all of the students have a chance to participate.

PHASE I – PRESENTATION

2. “ Envelope Activity/You’ve got a Message” → LO#2 (10 minutes)

- a. In this activity students arrange the letters in the correct order to form words from the vocabulary of the day.
 - i. Ask students to form groups/pairs.
 - ii. Distribute envelopes with scrambled words. An envelope per group.
 - iii. Ask students to glue the letters on paper to make words.
 - iv. Ask students to find and correct their mistakes within the groups.
 - v. The group that completed the list correctly the first is the winner.

PHASE II –PRACTICE/COLLABORATION

3. “Snow, snows song” → LO#3 (2 minutes)

- i. Have the words of the song on the board or a poster. Sing the song together with the class.

WRAP-UP/REVIEW/CONNECTIONS

4. "Spot the Word" → LO#4 (10 minutes)
 - a. In this while-listening/viewing activity students will circle the clue words on their worksheets during the screening of the video chapter.
 - i. Divide the class in two big groups
 - ii. Distribute worksheets with two different sets of vocabulary one type per group.
 - iii. Ask students to read with the teacher words from the worksheet, to make sure that they know how the words sound.
 - iv. Explain to the students that they are going to watch a video chapter during which they need to circle the words as they hear those.

Appendix 1

icicle
snowball
Snow-angel
carrot
reindeer
ornaments
Christmas tree
ice-skating
snowman
sledding
Teddy bear
celebrate

Appendix 2

“Snow snows”

Snow Snows
On my eyes, my ears, my toes.
I suppose it even froze my nose.

Snowflake,
Melting like a honey cake.
Snow drop,
1-2-3, kerplunk!

Snow Snows
On my eyes, my ears, my toes.
I suppose...
It even froze my nose.

Appendix 3



Santa

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reindeer

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ornament

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angel

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candy cane

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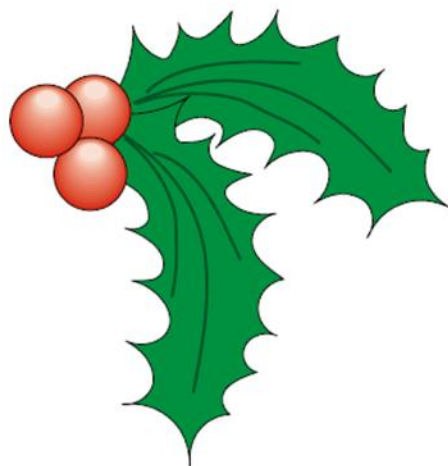


gingerbread
man

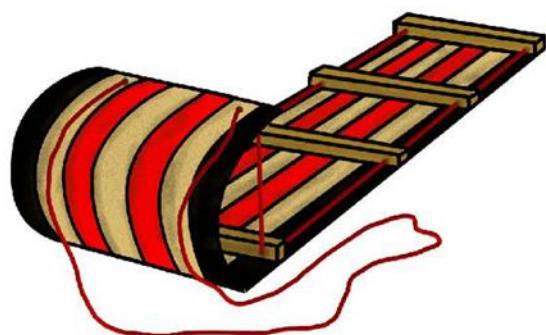
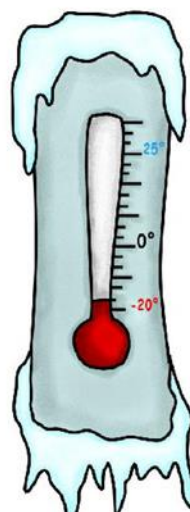
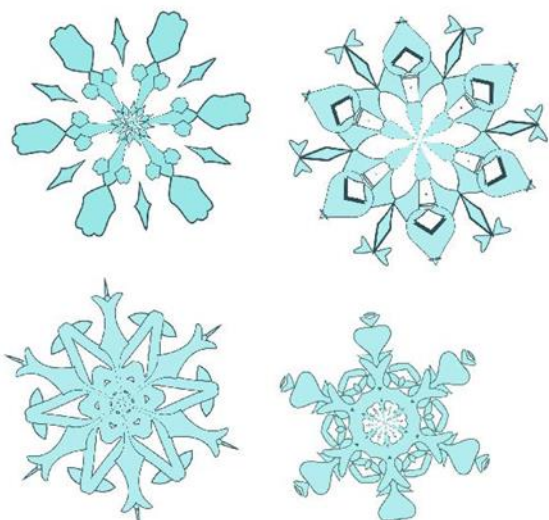
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carollers



holly



Appendix 4

Celebrate

C	E	L	E	B	R	A	T	E
---	---	---	---	---	---	---	---	---

Decorate

D	E	C	O	R	A	T	E
---	---	---	---	---	---	---	---

Reindeer

R	E	I	N	D	E	E	R
---	---	---	---	---	---	---	---

Shovel

S	H	O	V	E	L
---	---	---	---	---	---

Snow

S	N	O	W
---	---	---	---

Snowflake

S	N	O	W	F	L	A	K	E
---	---	---	---	---	---	---	---	---

Christmas

C	H	R	I	S	T	M	A	S
---	---	---	---	---	---	---	---	---

Biscuits

B	I	S	C	U	I	T	S
---	---	---	---	---	---	---	---

Icicle

I	C	I	C	L	E
---	---	---	---	---	---

Chocolate

C	H	O	C	O	L	A	T	E
---	---	---	---	---	---	---	---	---

The Seasons / Lesson Plan 3

Yana Nagoga

2/5/2016

Topic: Winter

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: Students practiced winter vocabulary through “Scrambled Words” and “Memory Game” activities and watched “Winter” video clip for the second time. Learners participated in while-listening/viewing activity and circled target words in the worksheets, however the class was over when there were four more minutes till the end of the clip. In order to complete the worksheets properly this lesson starts with the video activity.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Identify and circle clue words while watching the video
LO2	• Ask and answer questions about weather
LO3	• Name the flashcards
LO4	• Make a posters about different kinds of weather
LO5	• Sing “What’s the weather?” song

Materials:

- Worksheets with phrases (Appendix 1)
- Flashcards (weather+ clothes) (Appendix 2)
- Ball
- Song’s lyrics (Appendix 3)

WARM-UP

1. “Spot the Phrase” → LO#1 (10 minutes)
 - b. In this activity students will circle the phrases on their worksheets as they hear those in the video chapter.
 - i. Distribute worksheets with two different sets of vocabulary one type per group.
 - ii. Ask students to read with the teacher phrases from the worksheet, to make sure that they know how the phrases sound.
 - iii. Explain the students that they are going to watch a video chapter during which they need to circle the phrases on their worksheets as they hear those.

PHASE I – PRESENTATION

2. “Weather Discussion” → LO#2 (5 minutes)
 - i. Ask students what kinds of weather they know.
 - ii. Draw different kinds of weather on the board and ask students to describe it.
 - iii. Ask students about their favorite weather and why do they like it.

3. “Flashcard Game” → LO#3 (5 minutes)
 - a. In this activity teacher introduces new vocabulary using flashcards.
 - i. Show flashcards one at a time.
 - ii. Ask students to name the flashcard.
 - iii. Continue until all of the flashcards are named

PHASE II –PRACTICE/COLLABORATION

4. “Weather Posters” → LO#3 (20 minutes)
 - a. In this activity students make posters describing different kinds of weather.
 - i. Ask students to form four groups.
 - ii. Distribute posters, pencils and craft materials (optional)
 - iii. Assign groups different kinds of weather (one kind of weather per group)
 - iv. Ask groups to draw assigned weather on the poster
 - v. Tell the students to speak English while implementing this activity

WRAP-UP/REVIEW/CONNECTIONS

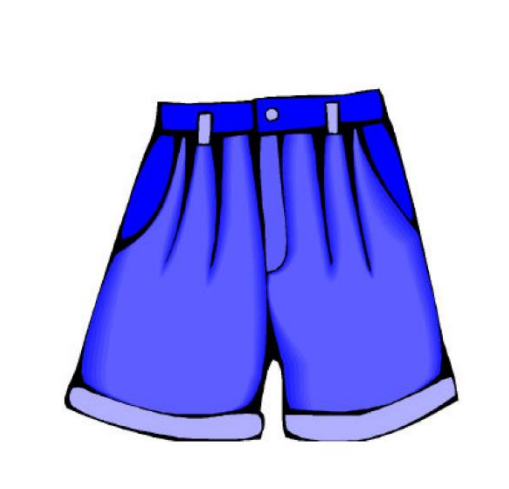
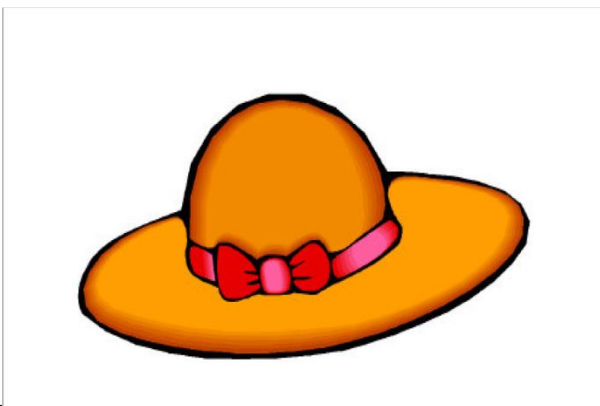
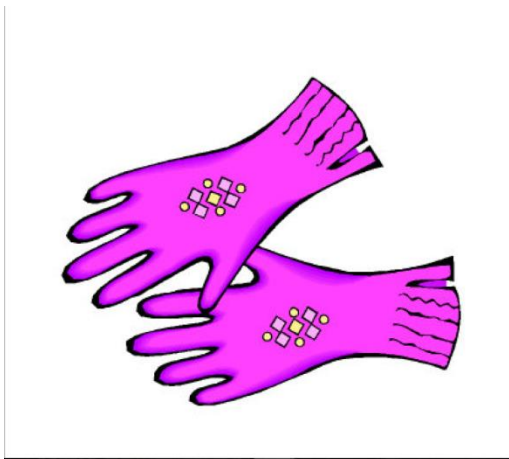
5. “What’s the weather?” song → LO#1 (3-5minutes)
 - a. In this activity students will learn to sing “What’s the weather?” song.
 - i. Ask Ss to listen to the song
 - ii. Hang the poster with the words on the board.
 - iii. Ask students to sing the song with the teacher
 - iv. Ask students to sing without teacher.

Appendix 1

icicle
snowball
Snow-angel
carrot
reindeer
ornaments
Christmas tree
ice-skating
snowman
sledding
Teddy bear
celebrate

Appendix 2









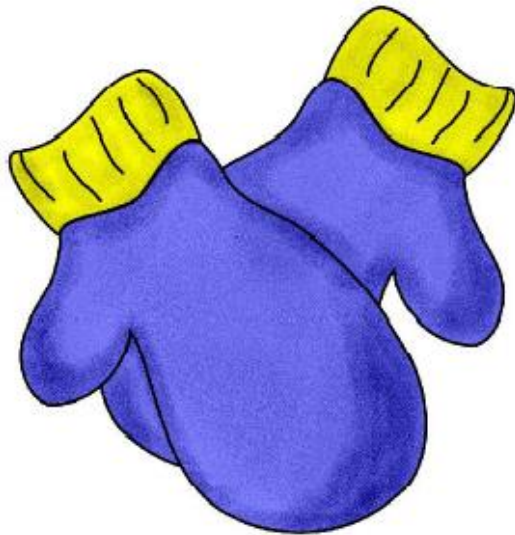
scarf

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coat

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mittens

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hat

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Appendix 3

“What is the Weather?”
(Sung to tune “Clementine”)

What’s the weather?
What’s the weather?
What’s the weather like today?
Tell us (child’s name)
What’s the weather?
What’s the weather like today?
Is it sunny?
Is it cloudy?
Is it rainy out today?
Is it snowy?
Is it windy?
What’s the weather like today?

The Seasons / Lesson Plan 4

Yana Nagoga

2/8/2016

Topic: Winter

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: During the previous lesson students learned about different kinds of weather and clothing. At the end of the lesson they have made posters for each kind of weather. Using those posters as a visual students learned a song about weather. This lesson aims at weather vocabulary reinforcement.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	<ul style="list-style-type: none"> Recall different kinds of weather that they depicted on the posters during the previous lesson
LO2	<ul style="list-style-type: none"> Sing “What is the weather?” song with poster visual aid
LO3	<ul style="list-style-type: none"> Name pictures of winter clothes
LO4	<ul style="list-style-type: none"> Act out winter clothes and weather vocabulary
LO5	<ul style="list-style-type: none"> List words from “Winter” video chapter

Materials:

- Posters from the previous lesson
- “Winter clothes” flashcards (Appendix 1)
- Sheets of paper
- Song’s lyrics (Appendix 2)

Procedures:

1. Warm-up: “What is the weather?” → LO#1, 2
2. Presentation: “Winter clothes flashcard game” → LO#3
3. Practice: “Simon says put on your winter clothes” → LO#4
4. Wrap-up: “Winter words game” → LO#5

WARM-UP

1. "What's the Weather on the Poster?" → LO#1 (3-5 minutes)
 - i. Ask Ss to form a semicircle
 - ii. Show the posters that students made during the previous lesson one at a time
 - iii. As a whole class name the weather depicted on each poster

2. "What's the Weather?" → LO#2 (5 minutes)
 - i. Sing the song about weather together with the students
 - ii. Change posters according to the lyrics of the song

PHASE I – PRESENTATION

3. "Winter Clothes Flashcard Game" → LO#3 (10 minutes)
 - i. Show flashcards (one at a time) to the students.
 - ii. Ask students to guess what is depicted on the flashcard
 - iii. Repeat the words as a class

PHASE II –PRACTICE/COLLABORATION

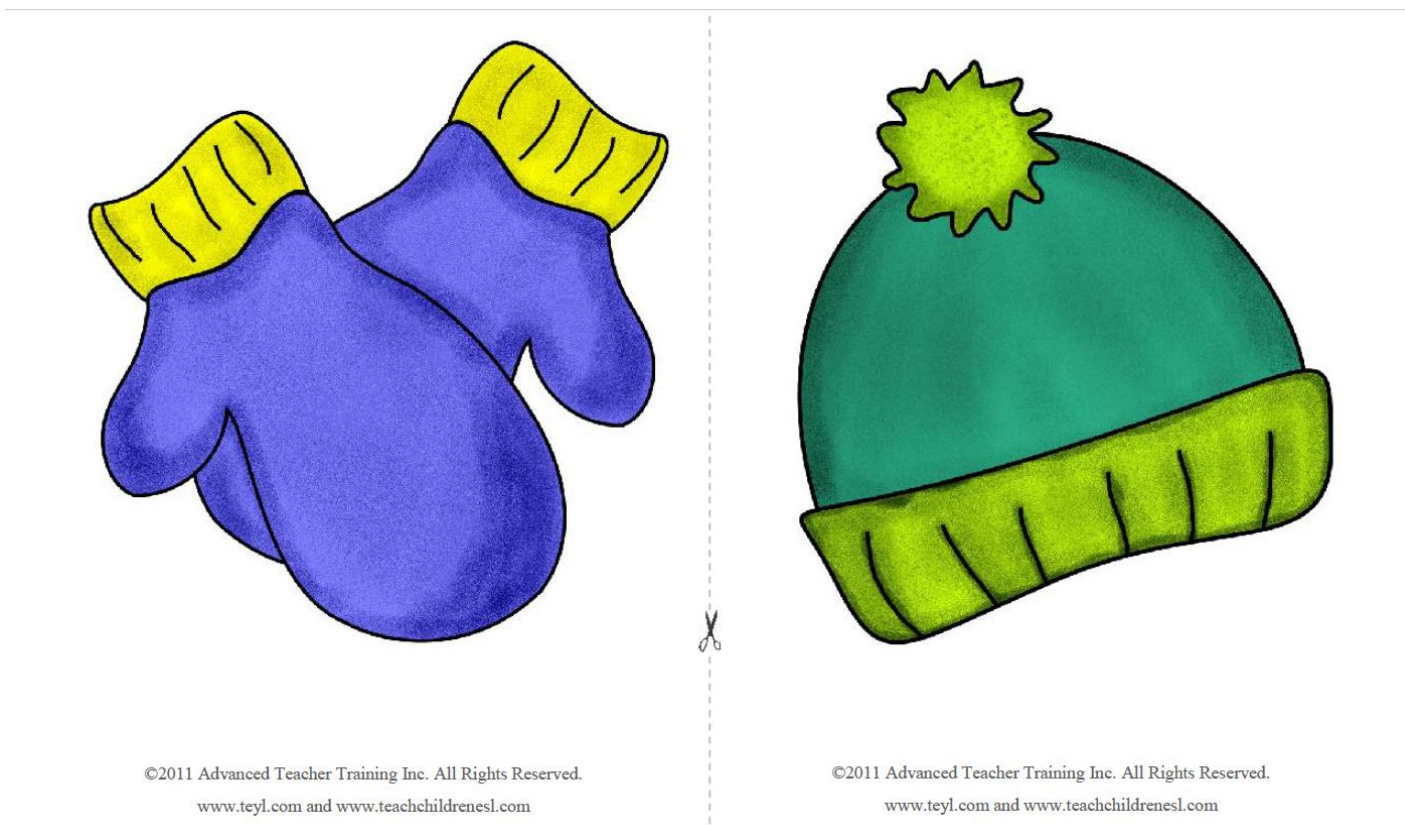
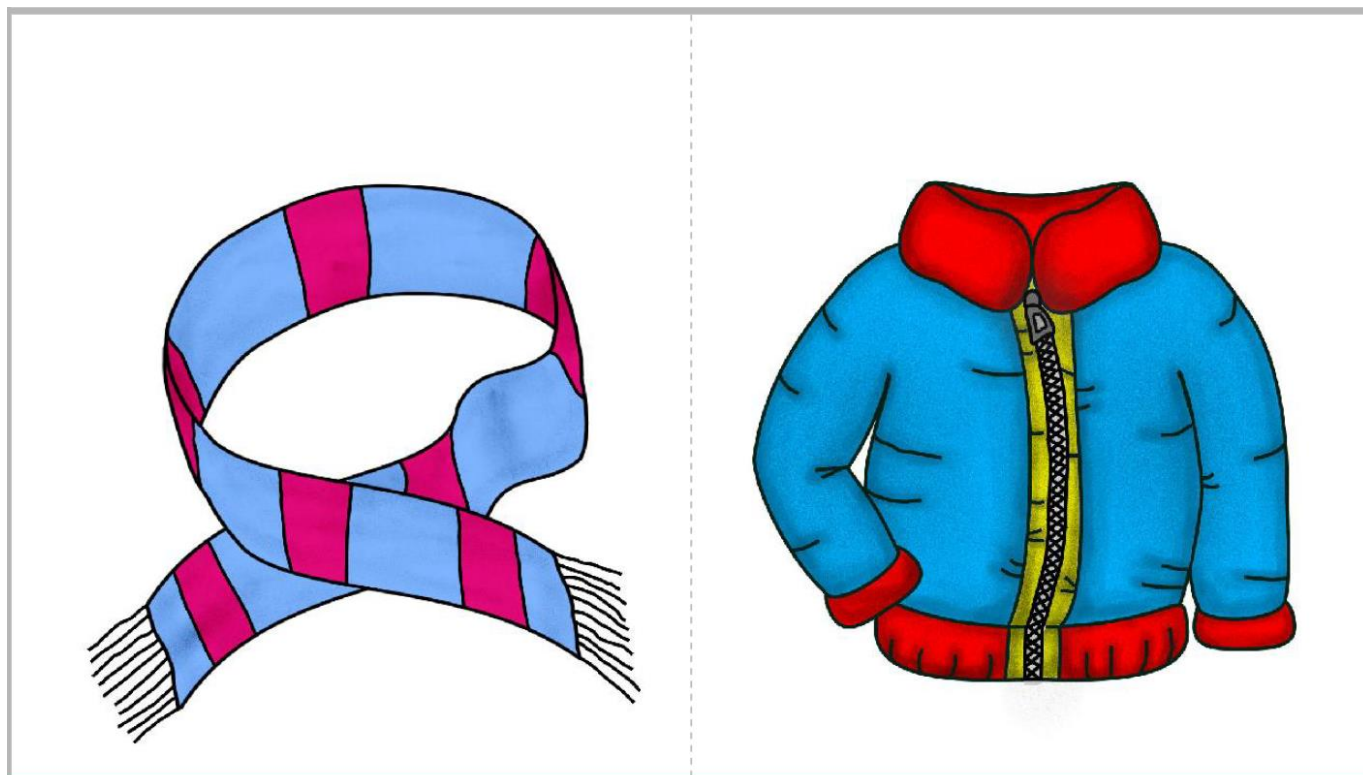
4. "Simon Says Put on Your Winter Clothes" → LO#3 (15 minutes)
 - i. Ask students to put their winter clothes next to them
 - ii. Tell the students to do the action when they hear "Simon says.." and stay still when they hear the action without that phrase
 - iii. Play the game using the winter clothes vocabulary (Put on your hats, take of your gloves etc.)
 - iv. Add words that need to be recycled

WRAP-UP/REVIEW/CONNECTIONS

5. "Winter Words Game" → LO#4 (20 minutes)
 - c. Ask students to form two groups
 - d. Distribute plane sheets of paper
 - e. Ask students to recall and write/draw words (as many as they can) from the "Winter" unit
 - f. Tell the students to read the word list out loud
 - g. Write the words under the groups' names on the board

- h. Give scores only if the group knows the meaning of the word
- i. Let the group that has less points a chance to name words that are not on the board or spell any word from the chapter to earn extra points

Appendix 1



Appendix 2

“What is the Weather?”
(Sung to tune “Clementine”)

What’s the weather?
What’s the weather?
What’s the weather like today?
Tell us (child’s name)
What’s the weather?
What’s the weather like today?
Is it sunny?
Is it cloudy?
Is it rainy out today?
Is it snowy?
Is it windy?
What’s the weather like today?

The Seasons / Lesson Plan 5
Yana Nagoga
2/10/2016

Topic: Winter

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: Prior to this lesson students practiced vocabulary about weather and clothes. At the end of the previous lesson learners were asked to recall and write/draw all the words they learned about winter. This lesson is the last lesson about winter.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Identify and name winter months
LO2	• Sing “Months of the Year” song
LO3	• Match pictures to the corresponding words
LO4	• Circle phrases as they hear those in the video
LO5	• Find sentences corresponding to the screenshots

Materials:

- Matching worksheets (Appendix 1)
- Worksheets for the video activity (Appendix 2)
- Two sets of sentences for the screenshot activity (Appendix 3)
- Screenshots (Appendix 4)
- Song’s lyrics (Appendix 5)

Procedures:

5. Warm-up: “Winter Months” → LO#1
6. Presentation: “Months of the Year” → LO#2
7. Practice: “Winter Matching Activity” → LO#3
8. Assessment: “I Spot the Phrase” → LO#4
9. Wrap-up: “Sticky Sentences” → LO#5

WARM-UP

1. "Winter Months" → LO#1 (3 minutes)
 - i. Ask students to name winter months
 - ii. Write the winter months on the board
 - iii. Ask students if anybody from the group has his/her birthday in winter
 - iv. Write the name of the student next to the month of his/her birthday

PHASE I – PRESENTATION

2. "Months of the Year" → LO#2 (10 minutes)
 - iv. Ask students to name the months of the year
 - v. Sing the song for the students pointing at one of them each time they hear a month name
 - vi. Sing the song together with the students
 - vii. Ask students to sing the name of the month next in order when pointing at them with a pen (microphone)
 - viii. Start singing the song each time from a different student

PHASE II – PRACTICE/COLLABORATION

3. "Winter Matching Activity" → LO#3 (5 minutes)
 - v. Distribute worksheets with the matching activity
 - vi. Ask students to connect the words to the corresponding pictures with a line.

PHASE III – ASSESSMENT

4. "I Spot the Phrase" → LO#4 (10 minutes)
 - i. Distribute worksheets to the students
 - ii. Ask students to read phrases from the worksheet, to make sure that they know how the words sound.
 - iii. Play the video clip about winter
 - iv. Ask students to circle the phrases as they hear those in the video

WRAP-UP/REVIEW/CONNECTIONS

5. “Sticky Sentences” → LO#5 (15 minutes)
 - i. Ask students to form two groups
 - ii. Distribute the plane/colorful sheets of paper and the sets of sentences to the groups
 - iii. Explain to the students that they are going to find the sentence that corresponds to the screenshot and glue it to the paper
 - iv. Show to the students one screenshot at a time
 - v. Give the list of sentences to the groups and ask to check each other’s works

Appendix 1

Snowball



Christmas tree



Reindeer



Snow Angel



Icicle



Sledding



Snowman



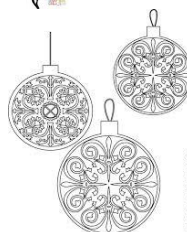
Teddy Bear



Celebrate



Ice-skating



Carrot



Ornaments



Appendix 2

To turn into
ice

To celebrate a
New Year

To freeze

To decorate a
Christmas tree

To hug a
Teddy bear

To have hot
chocolate

To throw a
snowball

To shovel
snow

To stack on
each other

To make a
snowman

Appendix 3

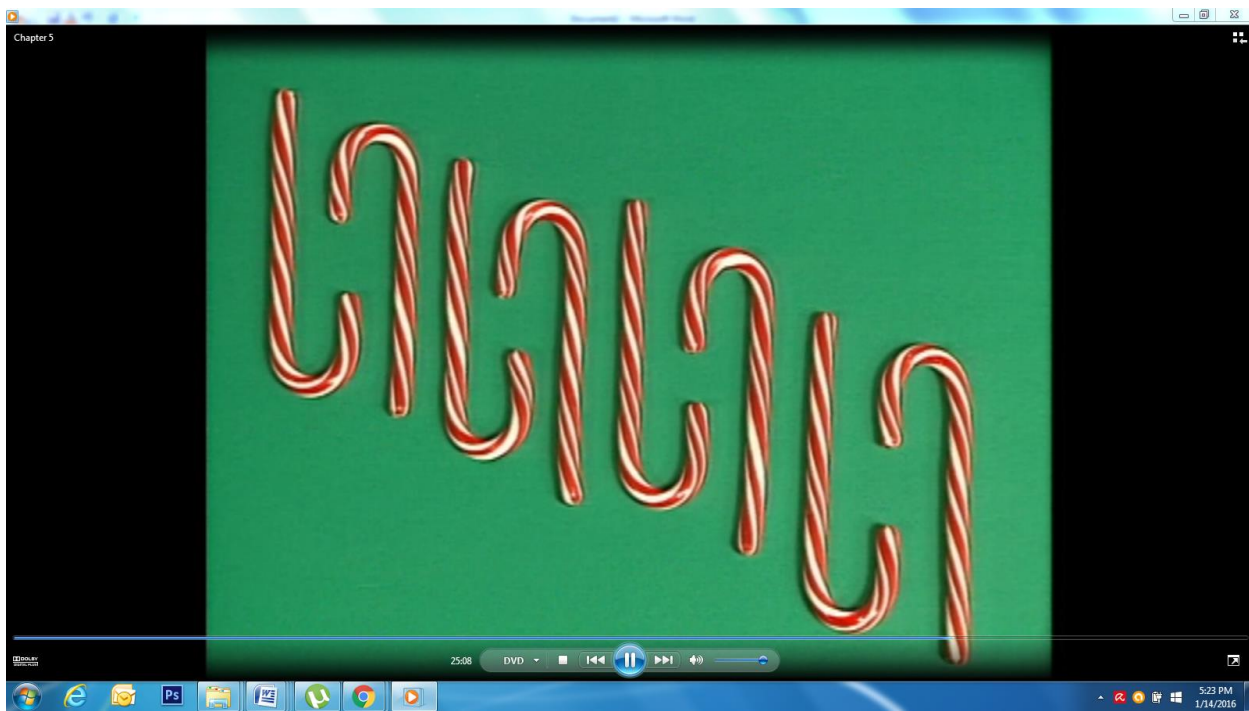
First, you must have a tree.
Then you put lights and ornaments on it.
Some people decorate their houses in Christmas lights.
It is Santa and his reindeers.
Let's share candy canes with our friends.
You can decorate your very own biscuits.
Let's let everyone hug the Teddy Bear.
It's a puppy!
Icicles hang from the rooftops in the winter.
You can make beautiful snow angels.
Sometimes you might need to shovel some snow.
You can sled with all of your friends.
After playing in snow all day, would you like some hot
chocolate?
Make a face with some sticks and a carrot.
Then you can go ice-skating.
Now you have made a snowman.

Appendix 4





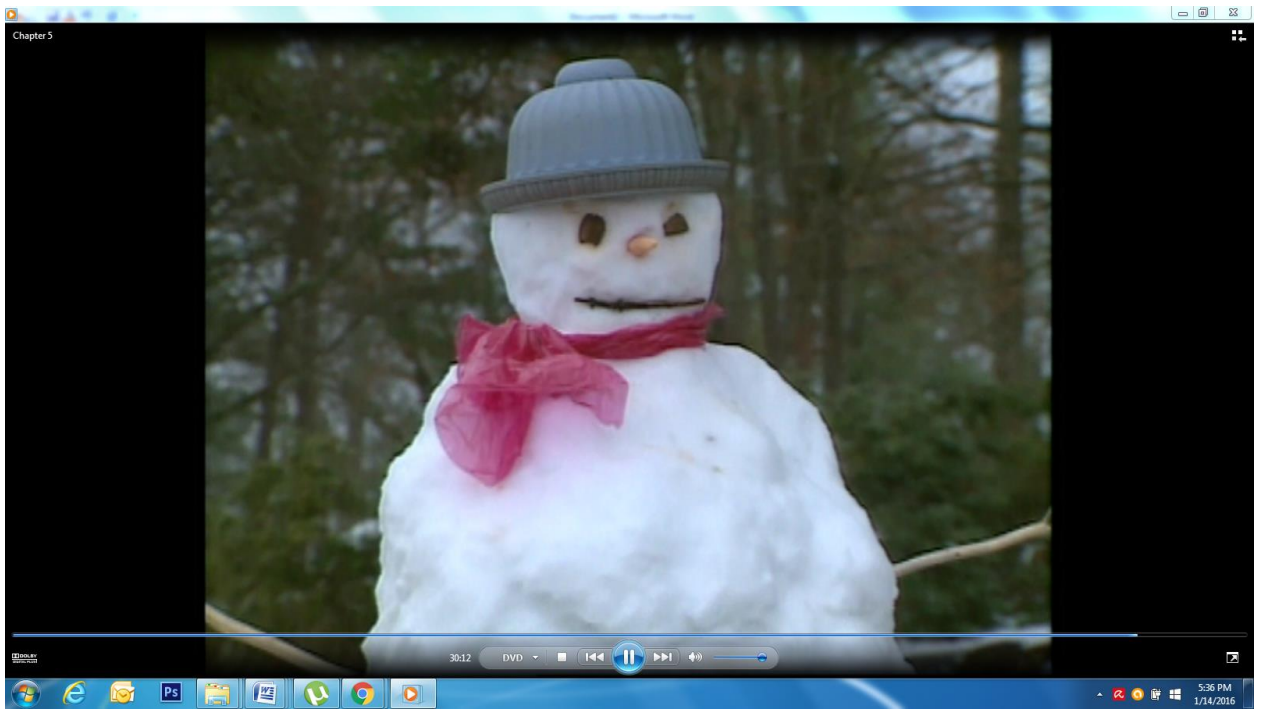












Appendix 5

“The Months of the Year”

January,
February,
March and April,
May,
June,
July and August
September,
October,
November,
December

These are the months of the year.

The Seasons / Lesson Plan 6

Yana Nagoga

2/12/2016

Topic: Spring

Duration of Lesson: 50 minutes

Instructional Setting:

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: The previous lesson was the last one in the Winter Unit. Teacher conducted matching activity for the second time in the unit. Students learned to identify sentences that correspond to screenshots from the video and learned a song about months of the year.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	<ul style="list-style-type: none"> • Identify and name spring months among other months of the year
LO2	<ul style="list-style-type: none"> • Sing “The Months of the Year” song
LO3	<ul style="list-style-type: none"> • Name flashcards depicting “Spring” chapter vocabulary
LO4	<ul style="list-style-type: none"> • Match the words to the corresponding pictures in the worksheets
LO5	<ul style="list-style-type: none"> • Decorate poster using current holiday (Tyarndarach and Valentine’s day) vocabulary

Materials:

- Flashcards for “Spring chapter”(*Appendix 2)
- Matching worksheets (*Appendix 1)
- Two posters
- Colorful papers
- Scissors
- Glue sticks
- Pencils
- Play-dough (optional)

Procedures:

10. Warm-up: "Spring Months" → LO#1,2
11. Presentation: "Spring Flashcard Game" → LO#3
12. Practice: "Matching Worksheet" → LO#4
13. Wrap-up: "Holiday Poster" → LO#5

WARM-UP

1. "Spring Months" → LO#1 (10 minutes)
 - i. Ask students to name spring months
 - ii. As a whole class discuss and name months for every season
 - iii. Write down the months on the board under the names of seasons as students name them
 - iv. Ask students about their birthdays and write their birthdays under corresponding months on the board

2. "Months of the Year" → LO#2 (5-10 minutes)
 - i. Sing "Months of the Year" song for the students
 - ii. Ask students to sing the song with the teacher
 - iii. Point at one student at a time when singing month's name (one month per student)
 - iv. Sing clockwise and counterclockwise (order of students not months) several times

PHASE I - PRESENTATION

3. "Spring Flashcards Game" → LO#3 (15 minutes)
 - ix. Show flashcards (one at a time) to the students.
 - x. Ask students to guess what is depicted on the flashcard
 - xi. Repeat the words as a class.
 - xii. Place the cards after naming them to two different boxes "the words we know" and "the words we do not know"
 - xiii. Count the words in the boxes

PHASE II - PRACTICE/COLLABORATION

4. "Spring Words Matching" → LO#4 (5-7 minutes)
 - vii. Distribute worksheets with the matching activity
 - viii. Ask students to connect the words to the corresponding pictures with a line.

WRAP-UP/REVIEW/CONNECTIONS

5. "Holiday Poster" → LO#5 (15 minutes)
 - vi. Discuss with the students the holidays of Tyarndarach(Armenian holiday) and Valentine's day
 - vii. Ask students to form two groups
 - viii. Distribute posters and craft materials
 - ix. Ask one group to draw "Tyarndarach" holiday and the other group to draw "Valentine's day" holiday
 - x. Let the groups present their posters.

Appendix 1



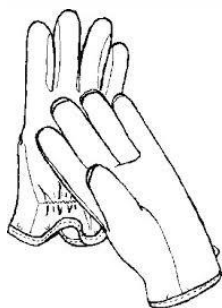
Flower
Gloves



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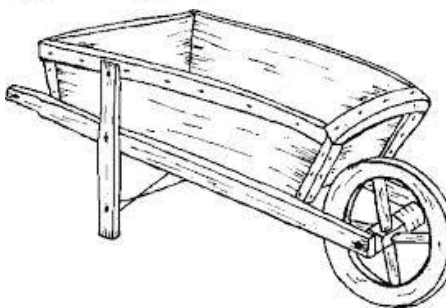
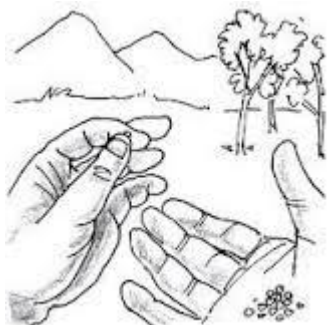
Farmer



Planting



Dirt



Wheelbarro

w

Garden

Tools

Grass

Digging

Seeds

Appendix 2























The Seasons / Lesson Plan 7
Yana Nagoga
2/15/2016

Topic: Spring

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: At the previous lesson teacher introduced to the class vocabulary about spring. Students completed the Spring Matching Activity for the first time in the unit. Learners made posters about holidays of the month (Tyarndarach and Valentine's Day).

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Identify and circle clue words while watching the video
LO2	• Write and explain the words from the “Spring” video chapter
LO3	• Sing Barney’s “If all the raindrops song”

Materials:

- Worksheets with words from the “Spring” video chapter (*Appendix 3)
- Stripes of paper with the vocabulary from the chapter (*Appendix 2)
- Colorful plastic eggs or any other small containers
- Cards with “If all the raindrops...” song lyrics (*Appendix 1)

Procedures:

14. Presentation: “Spot the word” → LO#1
15. Practice: “Egg hunt ” → LO#2
16. Wrap-up: “If all the raindrops...” → LO#3

PHASE I – PRESENTATION

1. “Spot the Word” → LO#1 (15 minutes)
 - xiv. Play “Spring” video chapter
 - xv. Ask students to circle the words in the worksheets as they hear them
 - xvi. Ask students to listen again to the same word when needed

PHASE II –PRACTICE/COLLABORATION

2. “Egg Hunt” → LO#2 (20 minutes)
 - b. Ask the students if they recall a game with colorful eggs from the video and if that game reminds them of Armenian Easter Holiday
 - c. Explain to the students that they are going to have a special Egg Hunt
 - d. Ask students to form two groups and wait outside the classroom
 - e. Hide colorful eggs (with the words from the “Spring” chapter in them)
 - f. Ask students to come in to the classroom.
 - g. Let them find as much eggs as they can.
 - h. Ask students to open eggs and write the words they have found on the board under their group name
 - i. Count the points only if the group knows the meaning of the word

WRAP-UP/REVIEW/CONNECTIONS

3. “If All the Raindrops...” → LO#3 (15 minutes)
 - j. Distribute the students cards with the song lyrics
 - k. Give students time to read the text silently
 - l. Sing the song to the students and ask to try singing with the teacher
 - m. Play the song video and let the students watch and try to sing along
 - n. Sing the song again without the video

Appendix 1

“If All the Raindrops...”

If all the raindrops were lemon drops and gumdrops?

Oh what a rain that would be.

Standing outside with my mouth open wide.

Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh.

If all the raindrops were lemon drops and gumdrops?

Oh what a rain that would be.

If all the snowflakes were candy bars and milkshakes?

Oh what a snow that would be.

Standing outside with my mouth open wide.

Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh.

If all the snowflakes were candy bars and milkshakes?

Oh what a snow that would be.

If all the sun beams were bubble gum and ice cream?

Oh what a sun that would be.

Standing outside with my mouth open wide.

Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh.

If all the sun beams were bubble gum and ice cream?

Oh what a sun that would be.

<https://www.youtube.com/watch?v=Sh1ZeWhAtRI>

Appendix 2

Farmer	Plant	Seeds	Dirt
Grow	Tractor	Plowing	Field
Garden	Garden tools	Baby ducks	Hole
Pour	Flower	Flower pot	Insects
Feathers	Wheel barrow	Chicks	Umbrella
Bees	Butterflies	Raincoat	Bunnies
Barefoot	Egg	Egg Hunt	

The Seasons / Lesson Plan 8

Yana Nagoga

2/17/2016

Topic: Spring

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: During the previous lesson students reinforced spring vocabulary through Egg Hunt Game. Learners practiced writing words about spring (they found in the eggs) on the board and explaining their meanings. Students learned new song called “If All the Raindrops...”

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Repeat words from the worksheet as a class
LO2	• Circle phrases in the worksheet as they hear it in the “Spring” video chapter
LO3	• Recall flower planting instructions
LO4	• Plant flowers using vocabulary from the chapter

Materials:

- Worksheets for video activity (* Appendix 1)
- Printed flower planting instructions (* Appendix 2)
- Flower pots with dirt
- Flower seeds
- Gloves
- Pencils

Procedures:

4. Warm-up: “Repeat after Ann” → LO#1
5. Presentation: “Spot the Phrase” → LO#2
6. Practice: “Flower Planting Instructions” → LO#3
7. Assessment: “Planting the Flowers” → LO#4

WARM-UP

1. "Repeat after Ann" → LO#1 (5 minutes)
 - i. Ask one of the students to read phrases from the worksheet.
 - ii. Ask the rest of the class to repeat after the student who reads the phrases

PHASE I – PRESENTATION

2. "Spot the Phrase" → LO#2 (15 minutes)
 - xvii. Play "Spring" video chapter
 - xviii. Ask students to circle the phrases in the worksheets as they hear them.
 - xix. Ask students to listen again to the same phrase when needed.

PHASE II – PRACTICE/COLLABORATION

3. "Flower Planting Instructions" → LO#3 (10 minutes)
 - j. Place the sheets of paper with the instructions on the board
 - k. Read the instructions as a class
 - l. Read the first line
 - m. Remove it from the board
 - n. Ask students to recall and say the phrase
 - o. Continue this activity with the rest of the phrases

PHASE III – ASSESSMENT

4. "Planting the Flowers" → LO#4 (20 minutes)
 - b. Distribute the flower pots with the dirt to the students
 - c. Ask students to recall the order of actions
 - d. Complete the task as a class while following the instructions and naming the objects

Appendix 1



Appendix 2

- 2. First, put on your gloves**
- 3. Then, get out your garden tools**
- 4. Dig a hole**
- 5. Pour in the seeds**
- 6. Cover them with dirt**
- 7. Don't forget to water your flowers**

The Seasons / Lesson Plan 9
Yana Nagoga
2/19/2016

Topic: Spring

Duration of Lesson: 50 min

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: At the previous lesson students circled phrases about spring during the video watching process. Students learned flower planting instructions and planted flowers in the flower while using vocabulary from the video.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Recall the instructions of flower planting procedure
LO2	• Match the words from “Spring” chapter to the corresponding pictures
LO3	• Read and match sentences to the corresponding screenshots
LO4	• Name the pictures on the flashcards
LO5	• Find and read called out words quickly
LO6	• Sing “If All the Raindrops...” song

Materials:

- Matching worksheets (* Appendix 1)
- Colorful sheets of paper
- Glue sticks
- Strips of paper with the sentences (*Appendix 2)
- Duct tape
- “If all the raindrops...” song’s lyrics (*Appendix 3)
- Strips of paper with words for “Flyswatter” activity (*Appendix 4)
- Flashcards for “Weather” topic (*Appendix 5)
- Screenshots for the “Guess the Sentence” activity (*Appendix 6)

WARM-UP

1. “Planting Instructions” → LO#1 (5 minutes)
 - i. Ask students to recall the last activity of the previous lesson (Planting flowers)
 - ii. Then, as a class repeat the instructions of planting flowers in order.
 - iii. Ask the students about how they take care of their flowers at home.

2. “Matching Activity” → LO#2 (5 minutes)
 - i. Distribute the matching worksheets on the “Spring” chapter
 - ii. Ask students to match pictures to the corresponding words (by drawing a line from the word to the picture they think is describing the word)

PHASE I – PRESENTATION

3. “Sticky Sentences” → LO# 3 (15 minutes)
 - xx. Ask students to form two groups
 - xxi. Distribute colorful sheets of paper (one per group) and stripes of paper with the sentences on them.
 - xxii. Show screenshots from “Spring” video chapter to the students one at a time.
 - xxiii. Ask groups to find the right stripe of paper and glue it on the colorful sheet of paper.
 - xxiv. Give the answer sheets to both groups.

4. “Weather & Clothes Flashcards” → LO#4 (5 minutes)
 - xxv. Ask students to sit in a semi-circle.
 - xxvi. Introduce flashcards on the topic one at a time
 - xxvii. Ask students to call out the names of the objects depicted on the flashcards.

PHASE II –PRACTICE/COLLABORATION

5. “Flyswatter Activity” → LO# 5 (15 minutes)
 - p. Attach the words to the board with a duct tape.
 - q. Ask students to recall other words they recall from the “Spring” chapter.
 - r. Ask each student who names the word to attach it next to other words on the board.
 - s. Ask students to stand in pairs in front of the board.
 - t. Give two flyswatters to the first pair (one per each student)
 - u. Ask the students to tap on the word as they hear it.
 - v. Name the words (3 words per pair)
 - w. Ask other students to name words for their peers. (to keep busy the students standing in a row or the ones who already had a chance to tap the words with the flyswatter)

WRAP-UP/REVIEW/CONNECTIONS

6. “If All the Raindrops...” → LO# 6 (5 minutes)
 - i. Hold the poster with the song’s lyrics in front of the students.
 - ii. Sing together as a class.
 - iii. Repeat the song at list two times

Appendix 1



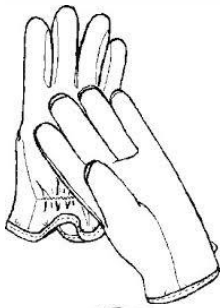
Flower
Gloves



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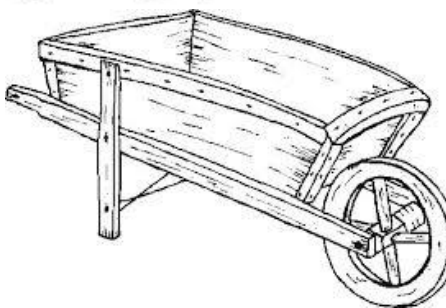
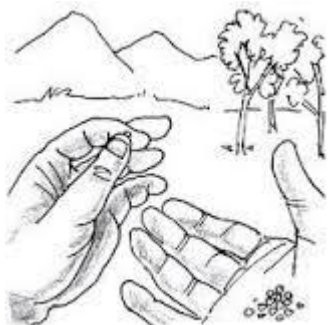
Farmer



Planting



Dirt



Wheelbarro

w

Garden

Tools

Grass

Digging

Seeds

Appendix 2

Spring happens in the months of March, April and May.

In the spring farmers plant seeds for their fruits and vegetables.

This tractor is plowing the field.

First, don't forget to put on your gloves.

Now it's time to work in the garden.

He is digging a hole to plant some beans.

And remember it's very important to water your garden.

You can grow pretty flowers in a flowerpot.

Pour in the seeds.

Here comes the wheelbarrow full of flowers.

This flower smells nice.

Insects like bees and butterflies look for food in the spring flowers.

This bee is hungry.

You can play in the rain if you wear your raincoat and boots.

That big umbrella should keep you dry in the rain.

Let's have an egg hunt.

There are some chicks.

Baby ducks are so young, they don't even have feathers.

Let's give the bunny a carrot.

Appendix 3

“If All the Raindrops...”

If all the raindrops were lemon drops and gumdrops?
Oh what a rain that would be.
Standing outside with my mouth open wide.
Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh.
If all the raindrops were lemon drops and gumdrops?
Oh what a rain that would be.

If all the snowflakes were candy bars and milkshakes?
Oh what a snow that would be.
Standing outside with my mouth open wide.
Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh.
If all the snowflakes were candy bars and milkshakes?
Oh what a snow that would be.

If all the sun beams were bubble gum and ice cream?
Oh what a sun that would be.
Standing outside with my mouth open wide.
Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh.
If all the sun beams were bubble gum and ice cream?
Oh what a sun that would be.

<https://www.youtube.com/watch?v=Sh1ZeWhAtRI>

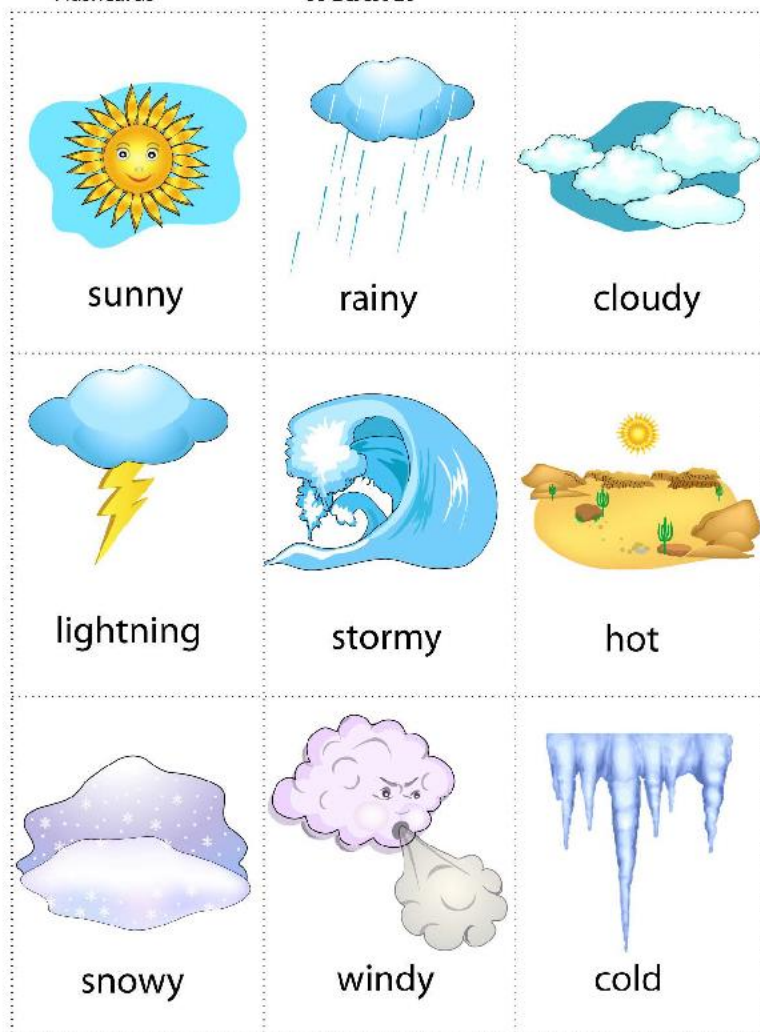
Appendix 4

Raincoat	Boots	Umbrella	March
April	May	Easter	Spring grass
Barefoot	Mothers' day	Egg Hunt	Plowing
Seeds	Flower	Grass	Garden

Appendix 5

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Flashcards

Weather

Appendix 6

























The Seasons / Lesson Plan 10

Yana Nagoga

2/22/2016

Topic: Summer

Duration of Lesson: 50 min

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: At the previous lesson students completed “Matching Activity” worksheet for the second time in the unit. Students identified sentences that corresponded to the screenshots and practiced words from the unit during “Flyswatter” activity.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Match “Spring” pictures to the corresponding words
LO2	• Name and recognize pictures on flashcards
LO3	• Match “Summer” pictures to the corresponding words
LO4	• View/listen video clip about summer attentively
LO5	• Sing “Mr. Sun” song

Materials:

- Matching worksheets “Spring” (Appendix 1)
- Matching worksheets “Summer” (Appendix 2)
- Flashcards (Appendix 3)
- “Seasons” educational video from “Brilliant baby” series
- “Mr. Sun” song’s lyrics printed/written on the poster (Appendix 4)

WARM-UP

1. "Spring Matching Worksheet" → LO# 1 (5 minutes)
 - i. Distribute worksheets to the class
 - ii. Ask students to match pictures with words by drawing a connecting line from the words to corresponding pictures

PHASE I – PRESENTATION

2. "Flashcards Activity" → LO#2 (10 minutes)
 - xxviii. Ask the students to form a semi-circle
 - xxix. Introduce vocabulary of the day with the help of flashcards
 - xxx. Ask students to repeat the words as they hear them
3. "Summer Matching Activity" → LO#3 (5 minutes)
 - xxxi. Distribute worksheets to the class
 - xxxii. Ask students to match pictures with words by drawing a connecting line from the words to corresponding pictures
4. "Summer" chapter → LO#4 (10 minutes)
 - xxxiii. Play the "Summer" video chapter
 - xxxiv. Ask students to sit next to the screen
 - xxxv. Ask students to watch attentively paying attention to the words they heard today during flashcard activity.

WRAP-UP/REVIEW/CONNECTIONS

5. "Mr. Sun" song → LO# (10 minutes)
 - iv. Ask students to watch a short clip with the song from "Barney" video
 - v. Form a semi-circle next to the board
 - vi. Attach poster to the board with magnets
 - vii. Ask students to read the song's lyrics together with the teacher
 - viii. Ask students to sing the song together with the teacher

Appendix 1



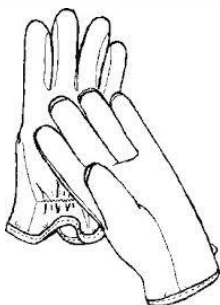
Flower



Gloves



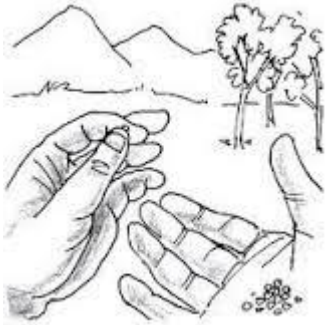
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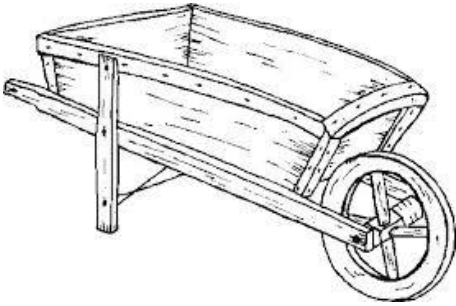
Planting



Dirt



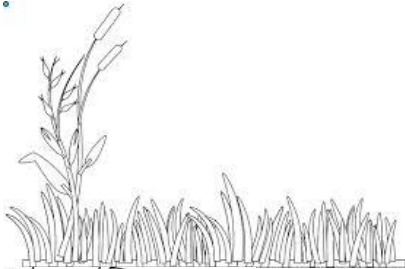
Wheelbarrow



Garden Tools



Grass



Digging



Seeds

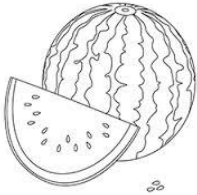
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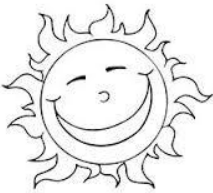
Sun



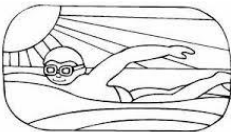
Swimming



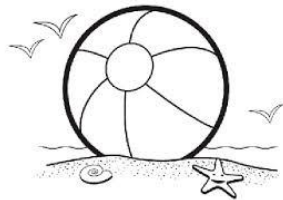
Beach ball



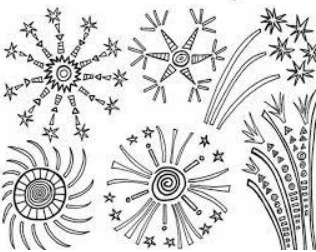
Ice-lolly



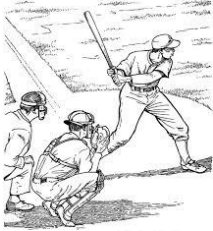
Fireworks



Watermelon



Barbeque



Beach



Swimming pool



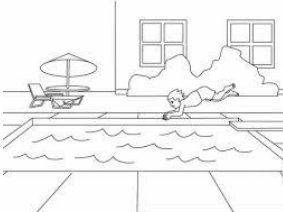
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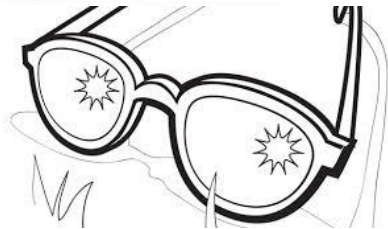
Snorkeling



Sunglasses

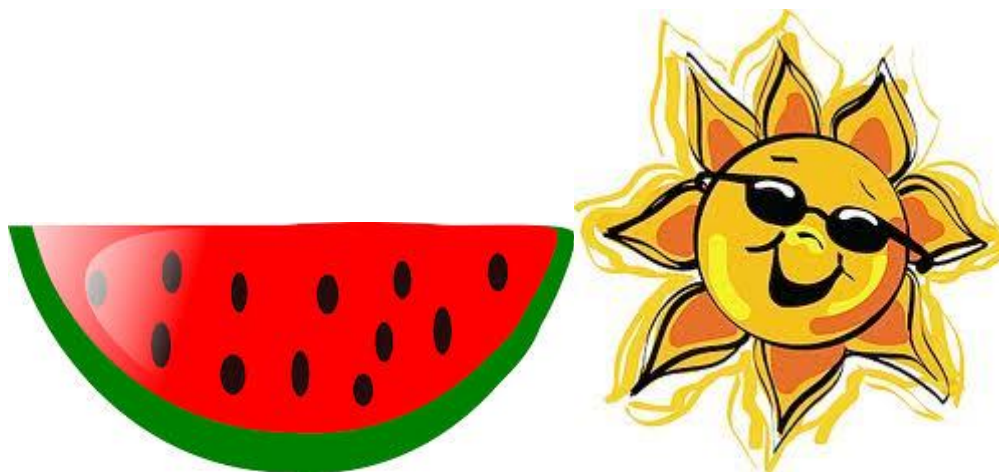


Baseball

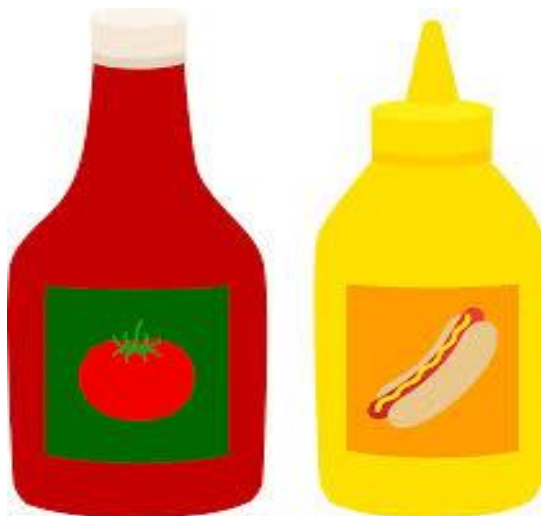


Summer

Appendix 3







Appendix 4

"Mr. Sun"

Oh Mister Sun, Sun,
Mister Golden Sun,
Please shine down on me!

Oh, Mister Sun, Sun,
Mister Golden Sun,
Hiding behind a tree...

These little children
Are asking you
To please come out
So we can play with you

Oh Mister Sun, Sun,
Mister Golden Sun,
Please shine down on me!

Oh Mister Sun, Sun,
Mister Golden Sun,
Please shine down on me

Oh Mister Sun, Sun,
Mister Golden Sun,
Hiding behind a tree...
These little children
Are asking you
To please come out
So we can play with you

Oh Mister Sun, Sun,
Mister Golden Sun,
Please shine down on...Please shine down on...
Please shine down on me!

The Seasons / Lesson Plan 11

Yana Nagoga

2/24/2016

Topic: Summer

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: The previous lesson was the first lesson of Summer Unit. Teacher implemented "Summer Matching Activity" for the first time in the unit. Students were introduced to new vocabulary through a flashcard game and the video chapter about summer.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	<ul style="list-style-type: none"> Recall names of the pictures by saying the name of the missing card
LO2	<ul style="list-style-type: none"> Spot and circle the word on the worksheet as it is pronounced during the video
LO3	<ul style="list-style-type: none"> Compose a word from scrambled letters
LO4	<ul style="list-style-type: none"> Sing Mr. Sun song

Materials:

- Worksheet with words (Appendix 1)
- Envelops with scrambled words (Appendix 2)
- "Seasons" video DVD

Procedures:

1. Warm-up: "Flashcard Memory Game" → LO#1
2. Presentation: "Watching and Circling" → LO#2
3. Practice: "Scrambled Words" → LO#3
4. Wrap-up: "Mr. Sun" → LO#4

WARM-UP

1. “Flashcards Memory Game” → LO#1 (15 minutes)
 - a. Pair Activity
 - i. Ask Ss to find their pair (by letter or color on the paper)
 - ii. Place 6 pictures on the whiteboard
 - iii. Ask students to come up to the board in pairs (one pair at a time)
 - iv. Let them look at the pictures for ten seconds
 - v. Ask students to turn with their backs to the board
 - vi. Remove one of the pictures from the board
 - vii. Ask students to turn back and call out the missing picture
 - viii. Continue until all of the students have a chance to come up to the board

PHASE I – PRESENTATION

2. “Watch and Circle” → LO#2 (10 minutes)
 - a. Class activity
 - i. Read the words from the worksheet as a class
 - ii. Have students watch the “Summer” chapter from “Seasons” video
 - iii. Ask students to circle words on their worksheets as they hear them

PHASE II –PRACTICE/COLLABORATION

3. “Scrambled Words” → LO#3 (10 minutes)
 - a. Distribute the scrambled words to the groups
 - b. Ask to students to form words
 - c. Tell students that they can ask for help if needed
 - d. Tell students that the fastest group gets one point

WRAP-UP/REVIEW/CONNECTIONS

4. “Mr. Sun” → LO#5 (5 minutes)
 - a. Whole Class sings the song they have learned during the previous lesson.

Appendix 1

June	Summer	Sand	Ice-lolly	August
	Strike			Barbeque
		The Sun	Mustard	
Sunglasses				July
	Ketchup		Swimming	
Snorkel				Beach Ball
	Sand castle	Splashing		
Watermelon			Fireworks	Swimming Pool

Appendix 2

W	A	T	E	R	M	E	L	O	N
---	---	---	---	---	---	---	---	---	---

S	U	N	G	L	A	S	S	E	S
---	---	---	---	---	---	---	---	---	---

S	U	M	M	E	R
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S	W	I	M	M	I	N	G
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F	I	R	E	W	O	R	K	S
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S	P	L	A	S	H	I	N	G
---	---	---	---	---	---	---	---	---

The Seasons / Lesson Plan 12

Yana Nagoga

2/26/2016

Topic: Summer

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: The previous lesson intended to reinforce vocabulary about summer season. Students played vocabulary “Scrambled Words” game and practiced listening through “Spot the Word” activity.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Recognize and spot the phrases while listening/viewing the video clip
LO2	• Name and recall missing flashcards
LO3	• Ask and answer questions about summer
LO4	• Sing a song about swimming pool

Materials:

- Worksheet with phrases (Appendix 1)
- Flashcards (Appendix 2)
- Printed lyrics of the song (Appendix 3)

Procedures:

8. Warm-up: “Spot the phrase” → LO#1
9. Presentation: “Flashcards memory game” → LO#2
10. Practice: “I Love Summer Because...” → LO#3
11. Wrap-up: “Swimming in the Swimming Pool” → LO#4

WARM-UP

1. "Spot the Phrase" → LO# 1(10 minutes)
 - i. Read all the phrases as a class
 - ii. Play "Summer" chapter from "Seasons" educational video
 - iii. Ask students to circle the phrase as they hear it
 - iv. Continue until all of the phrases on the worksheet are circled/crossed out

PHASE I – PRESENTATION

2. "Memory Game" → LO#2 (10 minutes)
 - a. Ask students to come up to the board in pairs
 - b. Place six flashcards on the board
 - c. Ask other students to count until ten
 - d. Ask the pair standing next to the board to turn with their backs
 - e. Take away one card
 - f. Ask students to turn back and name the missing card
 - g. Continue until all of the student have a chance to come up to the board and guess

PHASE II –PRACTICE/COLLABORATION

3. "I Love Summer Because..." → LO#3 (20 minutes)
 - i. Draw a grid with the names of the students on top and space for answers below on the white board or a poster
 - ii. Ask students to think for a minute or two why they love summer (Give them few examples)
 - iii. Ask students to find a pair by pulling stick notes of different colors with the name of their partner on the back side
 - iv. Ask students to discuss in pairs why they like summer season and write the reasons on the stick-notes
 - v. Ask students to stick the notes on the board under the names
 - vi. Ask students to come up in pairs and introduce their partner's choice/reason

WRAP-UP/REVIEW/CONNECTIONS

4. "Swimming in the Swimming Pool" → LO#4 (10 minutes)
 - b. Introduce to the students the lyrics of the new song by reading it as a class
 - c. Try to sing the song as a class

Appendix 1

To wear
sunglasses

To have a
barbeque

Jump of the
diving board

Big piece of
watermelon

Playing at
the beach

Swim in a
pool

Wash the
sand of

To cool of

Eating ice-
lollies

Summer
Holiday

Go
swimming

To stay cool

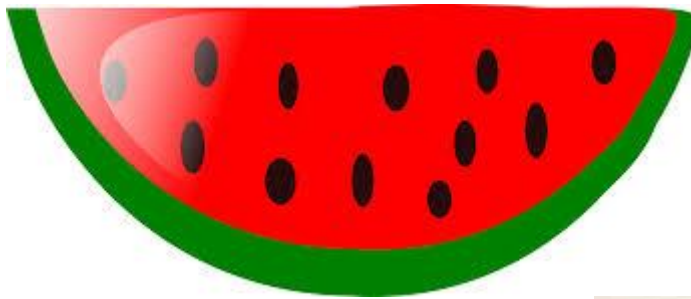
Get in the
water

Float in the
water

Play in
the sand

Throw a
beach ball

Appendix 2







Appendix 3

“Swimming, swimming...”

Swimming, swimming in my swimming pool

When days are hot when days are cold, in my swimming pool

Breast-stroke, side-stroke, fancy diving too.

Don't you wish you never had anything else to do, but....

Actions:

Swimming, swimming: swimming action

In my swimming pool: trace outline of pool

Days are hot: wipe hand across forehead

Days are cold: shiver

Breast-stroke: do the breaststroke

Side-stroke: do the sidestroke

Fancy diving: dive action

Repeat the song a number of times, leaving out each of the above lines one at a time but still

doing the actions. The last verse should be all actions and no singing

The Seasons / Lesson Plan 13

Yana Nagoga

2/29/2016

Topic: Autumn

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: One of the activities in the previous lesson was “Memory Game” vocabulary reinforcing activity. Additionally students in pairs discussed their favorite summer activities and filled a grid with this information. At the end of the lesson students learned a new song “Swimming, swimming in the swimming pool”.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Sing “Swimming in the swimming pool song”
LO2	• Recall words from the “Summer” chapter
LO3	• Make sentences with the words from “Summer” chapter
LO4	• Name flashcards from “Autumn” chapter
LO5	• Watch the “Autumn” video chapter attentively

Materials:

- Songs' lyrics (Appendix 1)
- Flashcards (Appendix 2)
- “The Seasons” DVD

Procedures:

1. Warm-up: “Swimming, swimming...” → LO#1
2. Warm-up: “Summertime” → LO#2, 3
3. Presentation: “Autumn Flashcards Game” → LO#4
4. Wrap-up: “Nice to Meet You Autumn” → LO#5

WARM-UP

1. "Swimming, swimming..." → LO#1 (10 minutes)
 - i. Ask students if they like swimming
 - ii. Ask students what swimming styles they like
 - iii. Name and mime breast stroke, side stroke, fancy diving styles
 - iv. Write the words on the board
 - v. Sing the song to the students
 - vi. Ask the students to sing as a class
 - vii. Explain that each time they need to take away first two words of the song (not sing but make a sound)
 - viii. Then, as a class sing the song until all of the words are gone

2. "Summertime" → LO#2, 3 (15 minutes)
 - i. Ask students to form two/three groups
 - ii. Distribute plain/colorful sheets of paper
 - iii. Ask students to recall words from "Summer" unit and write down as many words as they can remember
 - iv. Tell the students that each word is worth one point and each sentence is worth five points
 - v. Invite one person from each group to write their list on the board when they finish.
 - vi. Together, look over the lists and give a chance to the group that has less points to earn extra points by adding more sentences or words to their list

PHASE I - PRESENTATION

3. "Autumn Flashcard Game" → LO#4 (10 minutes)
 - xxxvi. Ask the students to form a semi-circle
 - xxxvii. Introduce vocabulary of the day with the help of flashcards
 - xxxviii. Ask students to guess the words first
 - xxxix. Put the flashcards in two piles/boxes "The Words We Know" & "The Words We Don't Know"
 - xl. Ask students to repeat the words as they hear them

WRAP-UP/REVIEW/CONNECTIONS

4. "Nice to Meet You Autumn" → LO#4 (10 minutes)
 - i. Play the "Autumn" video chapter
 - ii. Ask students to watch attentively and try to notice the words that are similar to the ones they have heard during the "Flashcard game"

Appendix 1

“Swimming, swimming”

Swimming, swimming in my swimming pool

When days are hot when days are cold, in my swimming pool

Breast-stroke, side-stroke, fancy diving too.

Don't you wish you never had anything else to do, but...

Actions:

Swimming, swimming: swimming action

In my swimming pool: trace outline of pool

Days are hot: wipe hand across forehead

Appendix 2







The Seasons / Lesson Plan 14

Yana Nagoga

3/2/2016

Topic: Autumn

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: Previous lesson was the last lesson of Summer Unit and the first lesson of Autumn Unit. Students in groups were writing words and sentences about summer to earn scores for their teams. Later learners were introduced to new vocabulary through “Flashcard Activity” and video clip about autumn.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	<ul style="list-style-type: none"> Recall information from “Autumn” video chapter
LO2	<ul style="list-style-type: none"> Match words to the corresponding pictures
LO3	<ul style="list-style-type: none"> Recall and name missing flashcards
LO4	<ul style="list-style-type: none"> Spot and circle words from “Autumn” chapter on the worksheets as they hear them
LO5	<ul style="list-style-type: none"> Sing “If All the Raindrops...” song

Materials:

- “Autumn” Flashcards (Appendix 4)
- “Autumn” Matching worksheet (Appendix 3)
- Autumn Words while-watching worksheet (Appendix 2)
- “If all the raindrops...” song’s lyrics (Appendix 1)

Procedures:

1. Warm-up: “Autumn Season Discussion” → LO#1
2. Presentation: “Autumn Words Matching ” → LO#2
3. Practice: “Autumn Memory game” → LO#3
4. Assessment: “I Spot a Word” → LO#4
5. Wrap-up: “If All the Raindrops...” → LO#5

WARM-UP

1. "Autumn Season Discussion" → LO#1 (10 minutes)
 - i. Ask Ss to recall the video chapter they watched during previous lesson
 - ii. Ask students to tell what they liked the most in the video chapter
 - iii. Ask students what other seasons they recall
 - iv. Write names of the seasons on the white board
 - v. Introduce next activity

PHASE I – PRESENTATION

2. "Autumn Words Matching" → LO#2 (5 minutes)
 - i. Distribute worksheets to the students
 - ii. Ask students to connect words to the corresponding pictures with a line

PHASE II –PRACTICE/COLLABORATION

3. "Autumn Memory Game" → LO#3 (15 minutes)
 - a. Attach six flashcards at a time to the board
 - b. Ask students to come up in pairs
 - c. Name the flashcards with students twice
 - d. Ask other students to count until ten
 - e. Ask working pair to turn with their backs to the board
 - f. Take away one flashcard
 - g. Ask to students to turn back
 - h. Ask students which card is missing
 - i. Remove named card from the board and add a new one
 - j. Continue until all of the students have a chance to play

PHASE III – ASSESSMENT

4. "I Spot the Word" → LO#4 (10 minutes)
 - a. Play the "Autumn" video chapter
 - b. Task: Tell students to circle words as they hear them

WRAP-UP/REVIEW/CONNECTIONS

5. "If all the raindrops..." → LO# 5 (5 minutes)
 - a. Ask students to sing and act out the song that students learned together with the teacher during previous lessons

Appendix 1

“If All the Raindrops...”

If all the raindrops were lemon drops and gumdrops?

Oh what a rain that would be.

Standing outside with my mouth open wide.

Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh.

If all the raindrops were lemon drops and gumdrops?

Oh what a rain that would be.

If all the snowflakes were candy bars and milkshakes?

Oh what a snow that would be.

Standing outside with my mouth open wide.

Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh.

If all the snowflakes were candy bars and milkshakes?

Oh what a snow that would be.

If all the sun beams were bubble gum and ice cream?

Oh what a sun that would be.

Appendix 2

Pile
Fruit market
Harvest
Apple orchard
Turkey
Leaves
Corn
Autumn
Jumper
Rake
Dessert
Pumpkin
Stream
Basket
Pumpkin pie
Popcorn

Appendix 3

Jumper



Pile



Stream



Pumpkin



Fruit Market

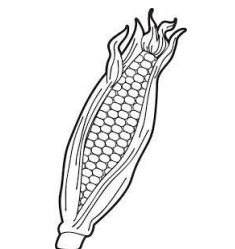


Apple orchard

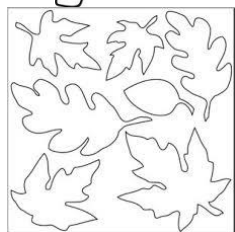


Rake

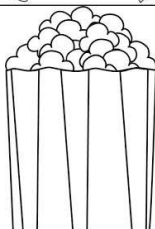




Turkey



Dessert



Pumpkin pie



Basket

illustrations of.com #1086320



Corn



Leaves



Popcorn

Appendix 4







The Seasons / Lesson Plan 15

Yana Nagoga

3/4/2016

Topic: Autumn

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: Previous lesson aimed at reinforcing vocabulary about autumn through a memory game. Students completed “Autumn Matching” worksheet for the first time in the unit and circled target words in viewing/listening activity. At the end of the lesson students sang “If All the Raindrops...” song.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Answer questions about weather in autumn
LO2	• Circle phrases in the worksheets when they hear those in the video
LO3	• Make sentences with words from “Autumn” vocabulary list
LO4	• Match pictures to the phrases and vice versa
LO5	• Sing “What’s the weather?” song

Materials:

- “Autumn” phrases worksheet (Appendix 1)
- Big Dice
- “What’s the weather?” song’s lyrics (Appendix 3)
- “Autumn” unit flashcards (Appendix 4)
- Dice game instructions (Appendix 2)

Procedures:

1. Warm-up: “What’s the Weather in Autumn?” → LO#1
2. Presentation: “Spot the Phrase” → LO#2
3. Practice: “Dice Game” → LO#3
4. Assessment: “Dice Game” → LO#4
5. Wrap-up: “What’s the Weather?” → LO#5

WARM-UP

1. "What's the Weather in Autumn?" → LO#1 (5 minutes)
 - i. Ask students about kinds of weather they recall
 - ii. Ask Ss questions about the weather in autumn
 - iii. Let the students think about the kinds of clothes they wear in autumn
 - iv. Then, as a class recall the months of autumn season

PHASE I – PRESENTATION

2. "Spot the Phrase" → LO#2 (10 minutes)
 - i. Distribute worksheets to the students
 - ii. Ask students to read with the teacher words from the worksheet, to make sure that they know how the words sound.
 - iii. Ask students to circle the phrases as they hear those in the video

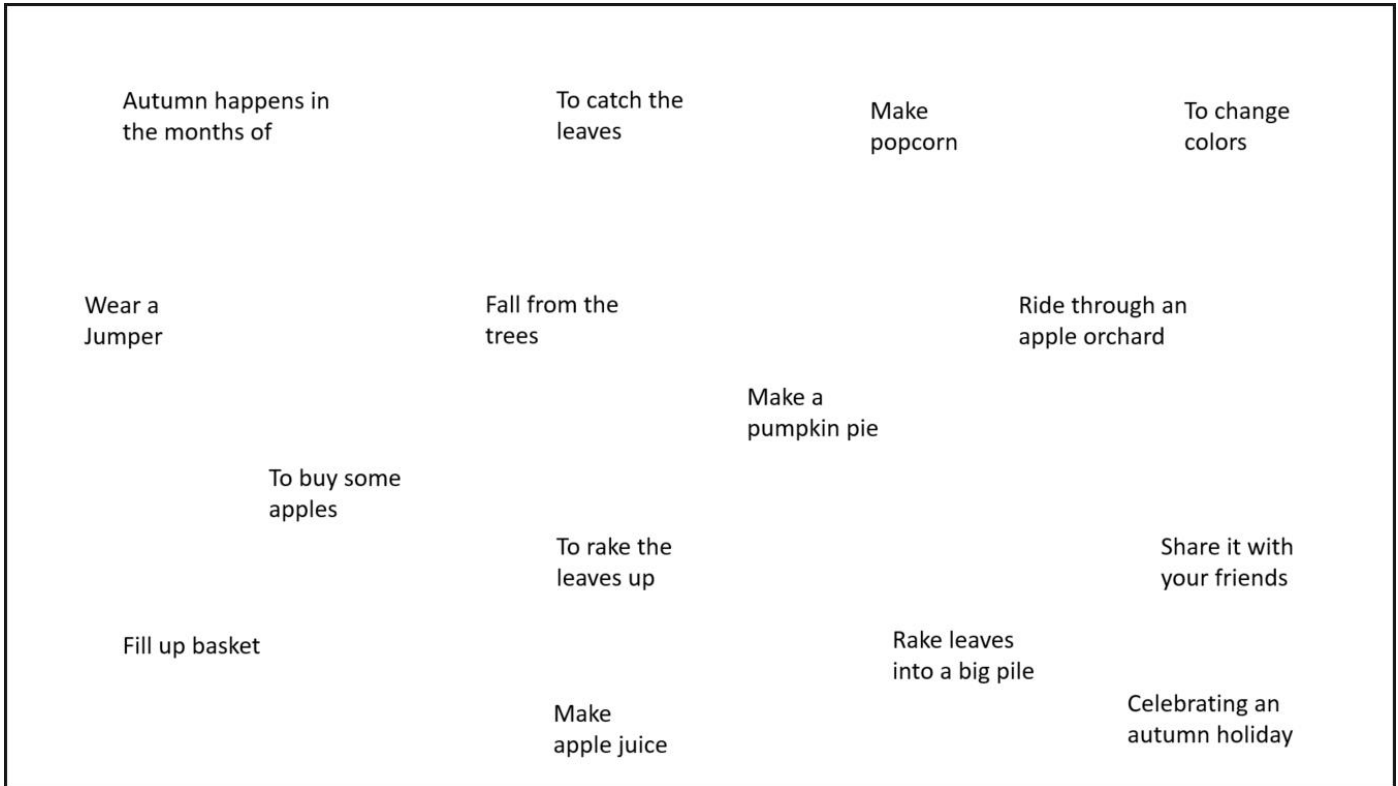
PHASE II – PRACTICE/COLLABORATION

3. "Dice Game" → LO#3, 4 (20 minutes)
 - i. Ask students to form two groups
 - ii. Hang game instructions on the board
 - iii. Place flashcards face down on the desk
 - iv. Place the strips of paper with phrases on the desk
 - v. Demonstrate the dice and read tasks for each number of dots
 - vi. Ask students to take turns and throw the dice
 - vii. Let one person from group complete the task
 - viii. Let the student ask for help of his/her group when needed

WRAP-UP/REVIEW/CONNECTIONS

4. "What's the Weather?" → LO#5 (3 minutes)
 - i. Whole Class sings the song about weather while looking at the posters they have made during one of previous lessons

Appendix 1



Appendix 2

Dice Game Instructions

One dot – Pull the word → find the card

Two dots – Pull the card → find the word

Three dots – Pull the card → make a sentence

Four dots – Pull the card → say the word three times

Five dots – Pull the card → show it or draw it

Six dots – Pull the card → write the first letter and ask the class to guess the word letter by letter

Appendix 3

“What’s the Weather?”

(Sung to tune “Clementine”)

What’s the weather?

What’s the weather?

What’s the weather like today?

Tell us (child’s name)

What’s the weather?

What’s the weather like today?

Is it sunny?

(Hold hands above head in a circle)

Is it cloudy?

(Cover eyes with hands)

Is it rainy out today?

(Flutter fingers downward)

Is it snowy?

(Wrap arms around the body and shiver)

Is it windy?

(Blow children over with a swoop of your arms)

What’s the weather like today?

Appendix 4







The Seasons / Lesson Plan 16

Yana Nagoga

3/16/2016

Topic: Four Seasons of the Year

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: During the previous lesson students recalled information about autumn through discussion and video activity. Additionally, learners played a “Dice Game” where each number of dots accounted for different vocabulary activity. Previous lesson was the last lesson of Autumn Unit.

By the end of the class, students will be able to (SWBAT):

LO1	• Sort the words according to the seasons
LO2	• Sort the flashcards according to the seasons
LO3	• Introduce four seasons of the year by naming corresponding flashcards
LO4	• Match pictures representing autumn to the corresponding words

Materials:

- Strips of paper with words for every season
- Flashcards (whole set of flashcards for four seasons of the year)(Appendix 2)
- Colorful sheets of paper
- Glue
- Matching worksheets (Autumn) (Appendix 1)

Procedures:

1. Warm-up: “Recognize the Season ” → LO#1
2. Presentation: “Seasons Collage” → LO#2
3. Practice: “Meet the Seasons” → LO#3
4. Wrap-up: “Autumn Matching Activity” → LO#4

WARM-UP

1. "Recognize the Season" → LO#1 (15 minutes)
 - i. Ask students to name four seasons of the year
 - ii. Ask students to form two groups
 - iii. Ask one student from each group to pull out two strips of paper with names of seasons on them, so that every group has two seasons
 - iv. Give two glue sticks and two colorful sheets of paper per group
 - v. Explain that they need to write seasons names on the papers and glue corresponding words on them
 - vi. Put strips of paper with words on the desk
 - vii. Ask groups to start sorting and gluing
 - viii. Ask groups to check each other's works and count the points

PHASE I – PRESENTATION

2. "Seasons Collage" → LO#2 (5 minutes)
 - i. Ask the students to stay in the same groups
 - ii. Place the flashcards on the desk
 - iii. Ask students to sort the flashcards on the corresponding colorful sheets of paper
 - iv. Ask students to speak English while sorting the flashcards and take away points if they speak other language/languages

PHASE II –PRACTICE/COLLABORATION

3. "Meet the Seasons" → LO#3 (20 minutes)
 - ix. Ask students to introduce the seasons assigned to them through naming flashcards
 - x. Ask one of the groups to name the cards and the other group to count the points
 - xi. Tell the groups that if one of the groups does not know the word for the card the other group has a chance to name it and win an extra point

WRAP-UP/REVIEW/CONNECTIONS

4. "Autumn Matching Activity" → LO#4 (5 minutes)
 - ii. Distribute worksheets with the matching activity
 - iii. Ask students to connect the words to the corresponding pictures with a line.

Appendix 1

Jumper



Pile



Stream



Pumpkin

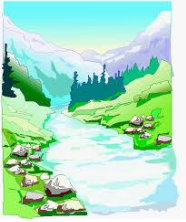


Fruit Market

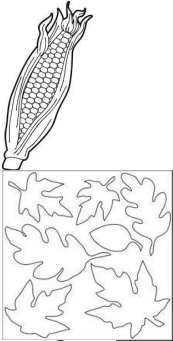


Apple orchard



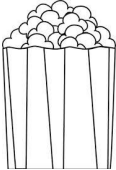


Rake



Turkey

Dessert



Pumpkin pie



Basket



Corn

Leaves



Popcorn



Appendix 2

Spring















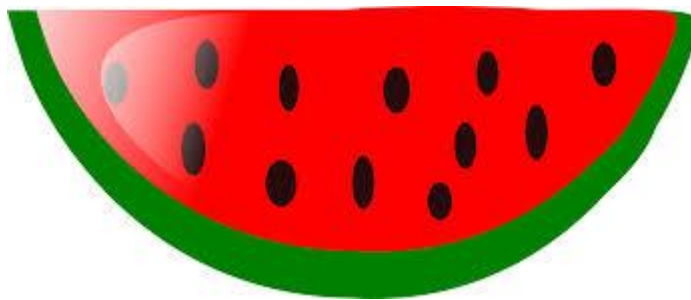








Summer







Autumn







Winter



Santa

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reindeer

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ornament

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angel

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candy cane

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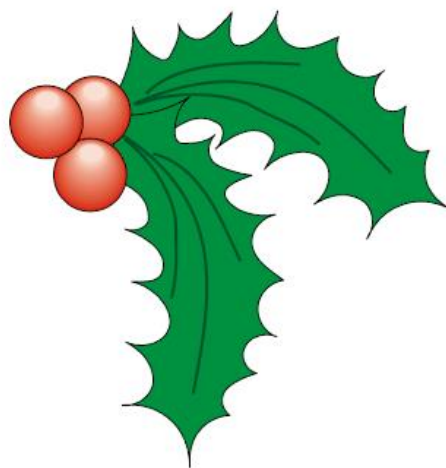


gingerbread
man

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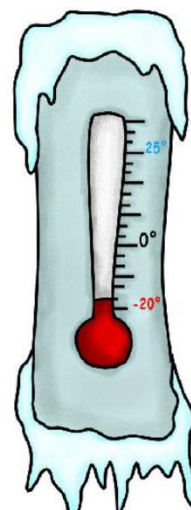
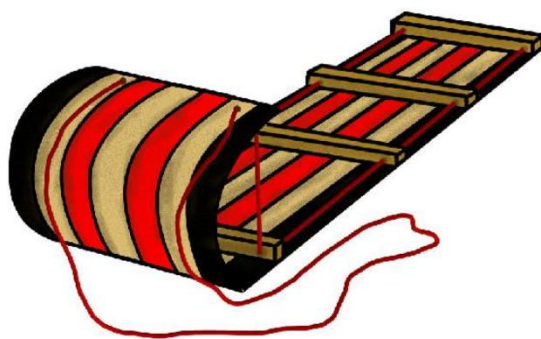
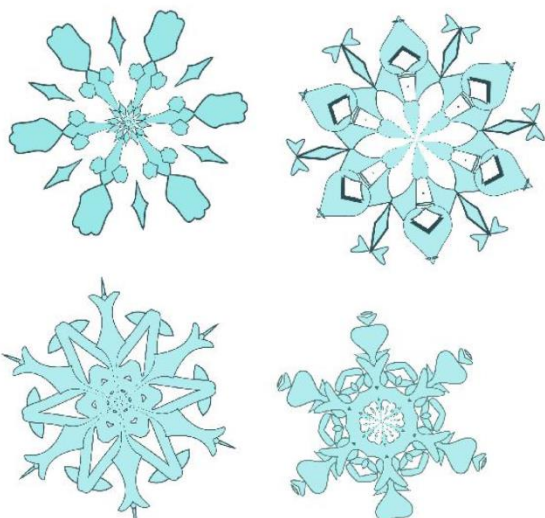


carollers



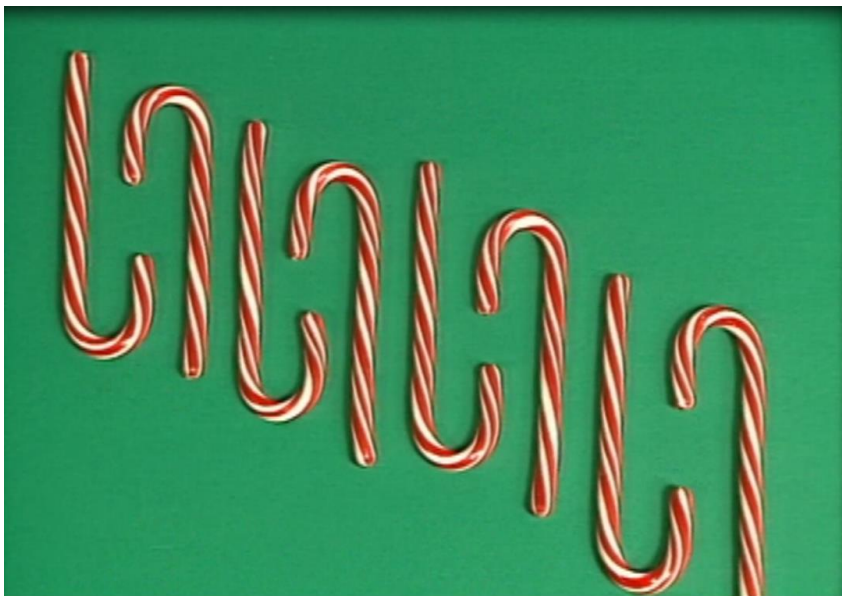
holly





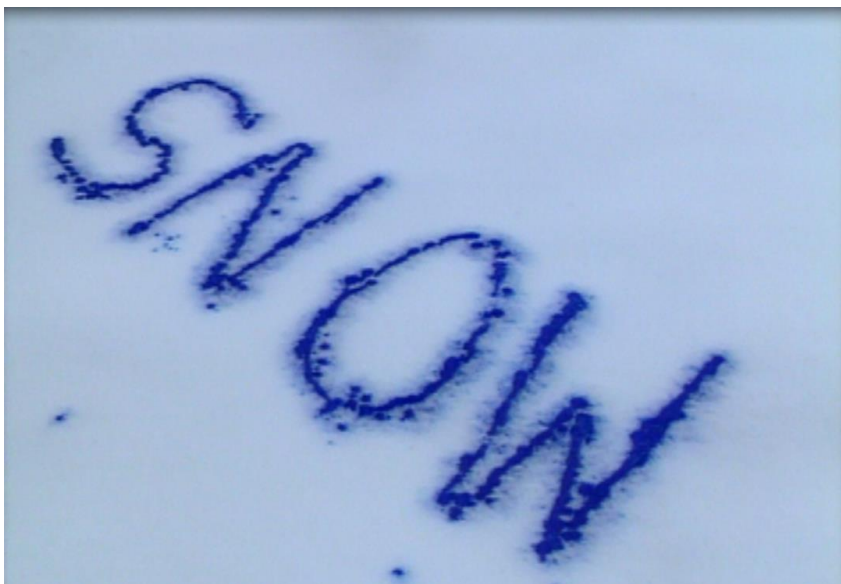




















The Seasons / Lesson Plan 17

Yana Nagoga

3/18/2016

Topic: Four Seasons

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: During the previous lesson students sorted words according to the four seasons. Then they sorted flashcards according to the seasons and finally they introduced seasons in groups through the use of flashcards. Students filled in the Autumn Matching worksheet for the second time.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Sing “The Months of the Year” song
LO2	• Arrange the months in correct order
LO3	• Sort the months according to the seasons
LO4	• Write the months under corresponding seasons

Materials:

- A ball
- Two sets of months printed on two sheets of paper of different colors (Appendix 1)
- Months spinning wheel (Appendix 3)
- Shoe sorter
- Seasons & months' worksheet (Appendix 2)

Procedures:

1. Warm-up: “These are the Months of the Year” → LO#1
2. Presentation: “Months List” → LO#2
3. Practice: “Months Spinning Wheel” → LO#3
4. Assessment: “Months Writing Task” → LO#4

WARM-UP

1. "These are the Months of the Year" → LO#1 (10 minutes)
 - i. Ask students to stand in a circle
 - ii. As a whole class sing the song about twelve months of the year
 - iii. Ask the students to throw the ball to the students standing next to them each time they sing the name of the month
 - iv. Ask students to jump when they hear the month of their birthday

PHASE I - PRESENTATION

2. "Months List" → LO#2 (5-7 minutes)
 - i. Distribute the sets of months to the groups
 - ii. Ask groups to arrange months in order
 - iii. Ask each group to read the list out loud

PHASE II -PRACTICE/COLLABORATION

3. "Months Spinning Wheel" → LO#3 (20 minutes)
 - i. Ask students to stay in the same groups
 - ii. Ask one student at a time to spin the wheel
 - iii. Ask the student to find the month in the list
 - iv. Tell the student to drop the month (strip of paper) in the corresponding season (folder)
 - v. Continue until all of the months are sorted according to the seasons
 - vi. Check the answers by the colors of strips of paper (each group has a different color)

WRAP-UP/REVIEW/CONNECTIONS

4. "Months Writing Taks" → LO#4 (10 minutes)
 - i. Distribute worksheets to the students
 - ii. Ask students to write the months under corresponding seasons
 - iii. Check the worksheets
 - iv. Help the students recall the months they missed in the worksheet

Appendix 1

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER

Appendix 2

Spring	Summer	Autumn	Winter

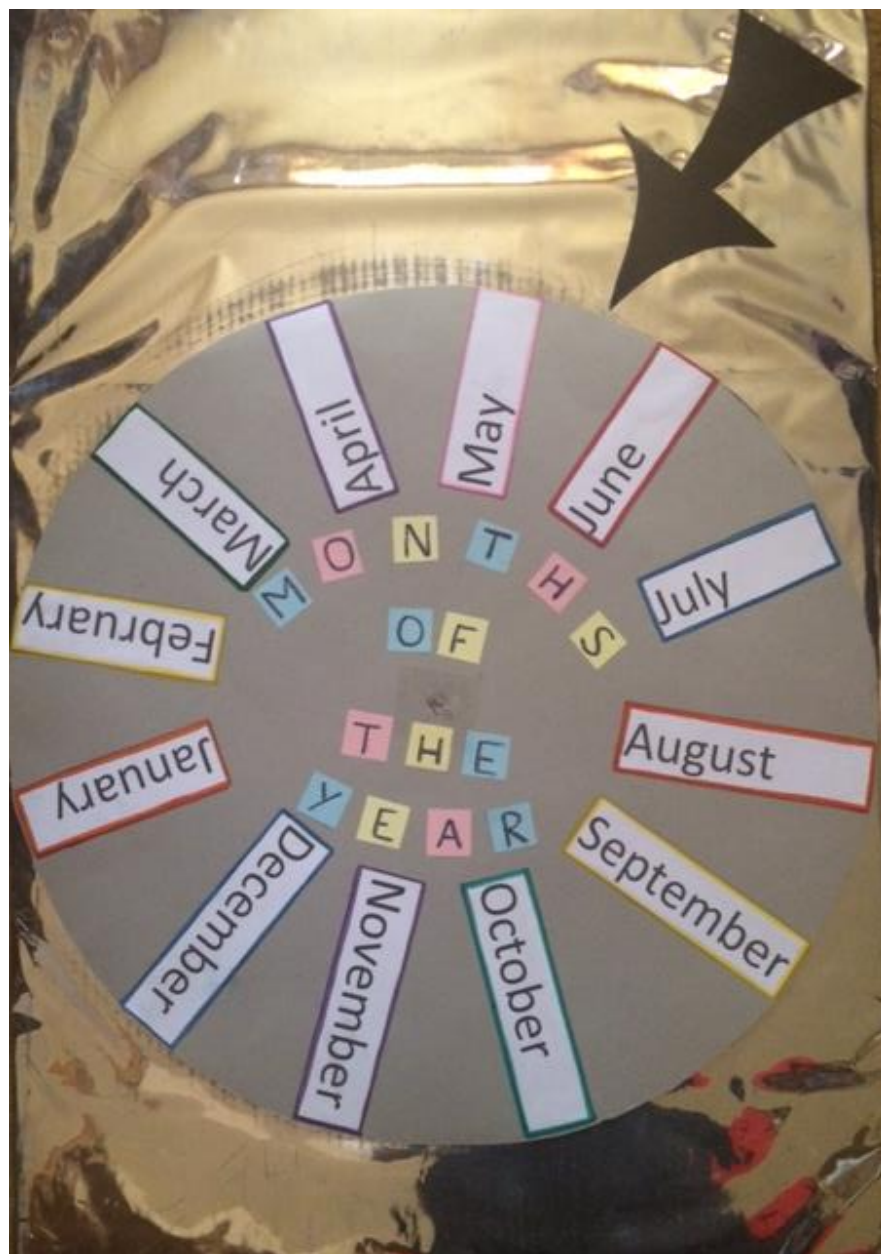
Spring	Summer	Autumn	Winter

Spring	Summer	Autumn	Winter

Spring	Summer	Autumn	Winter

Spring	Summer	Autumn	Winter

Appendix 3



The Seasons / Lesson Plan 18

Yana Nagoga

3/21/2016

Topic: Four Seasons

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: During the previous lesson students learned about months of the year. Learners sorted months of the year according to the seasons when playing the “Months Spinning Wheel” game.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	<ul style="list-style-type: none"> • Recall and write the months names under corresponding seasons
LO2	<ul style="list-style-type: none"> • Spell months and seasons names
LO3	<ul style="list-style-type: none"> • Make a poster for each season of the year

Materials:

- Four posters
- Cut out letters for each of the months and seasons (*Appendix 2)
- Worksheets (*Appendix 1)
- Glue sticks
- Colorful pencils

Procedures:

1. Warm-up: “Months Writing Activity ” → LO#1
2. Presentation: “Scrambled Months ” → LO#2
3. Practice: “Seasons-Posters” → LO#3

WARM-UP

1. "Months Writing Activity" → LO#1 (5-7 minutes)
 - i. Distribute the worksheets
 - ii. Ask students to write the names of the months under corresponding seasons

PHASE I - PRESENTATION

2. "Scrambled Months" → LO#2 (15 minutes)
 - i. Ask students to form two groups
 - ii. Ask groups to think of a name for their groups
 - iii. Distribute cut out letters (one word at a time)
 - iv. Ask students to identify the words by placing scrambled letters in the right order
 - v. Give scores for correct and fast answers

PHASE II - PRACTICE/COLLABORATION

3. "Seasons - Posters" → LO#2 (20 minutes)
 - i. Ask students to form four groups
 - ii. Distribute posters to the groups
 - iii. Assign one season per each group
 - iv. Let the students draw on the posters
 - v. Ask students to glue the months and seasons names by placing letters in correct order
 - vi. Let the groups introduce their posters

Appendix 1

Spring	Summer	Autumn	Winter

Spring	Summer	Autumn	Winter

Spring	Summer	Autumn	Winter

Spring	Summer	Autumn	Winter

Spring	Summer	Autumn	Winter

Appendix 2

S	E	P	T	E	M	B	E	R
O	C	T	O	B	E	R		
N	O	V	E	M	B	E	R	
D	E	C	E	M	B	E	R	
J	A	N	U	A	R	Y		
F	E	B	R	U	A	R	Y	
M	A	R	C	H				

A	P	R	I	L	
M	A	Y			
J	U	N	E		
J	U	L	Y		
A	U	G	U	S	T
A	U	T	U	M	N
W	I	N	T	E	R

S	P	R	I	N	G
S	U	M	M	E	R

The Seasons / Lesson Plan 19
Yana Nagoga
3/23/2016

Topic: Four Seasons

Duration of Lesson: 50 minutes

Instructional Setting: Anania Shirakatsy Lyceum

Learners' ages: 8

Target language proficiency: Beginner

Native language: Armenian

Educational background: Primary school knowledge

Reasons for taking this course: After school program

Prior learning related to this lesson: During the previous lesson students learned how to spell months names through “Scrambled Months” activity. The teacher repeated one of the sorting activities (Months Writing Activity) as at the lesson before some of the students had difficulty when recalling months according to seasons.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	• Answer the question “When is your Birthday?” in oral and written form
LO2	• Select and write words from vocabulary lists
LO3	• Pronounce and explain the meaning of selected words
LO4	• Sing a song of their choice

Materials:

- Worksheets with vocabulary lists for each season (*Appendix 2)
- Strips of paper of two different colors
- Plastic eggs
- Worksheets for “When is your Birthday?” activity (*Appendix 1)
- Two baskets
- “Swimming, swimming...” songs’ lyrics (*Appendix3)

Procedures:

1. Warm-up: “When is Your Birthday?” → LO#1
2. Presentation: “Vocabulary list” → LO#2
3. Practice: “Easter Egg Hunt” → LO#3
4. Wrap-up: “Swimming, swimming...” → LO#4

WARM-UP

1. "When is Your Birthday?" → LO#1 (10 minutes)
 - i. Ask students to answer the question "When is your Birthday?"
 - ii. Write down the answers on the board (recast the answers out loud if needed)
 - iii. Distribute worksheets
 - iv. Ask students to complete the tasks in the worksheets
 - v. Approach each student and check if he/she answered the question correctly

PHASE I - PRESENTATION

2. "Vocabulary List" → LO# 2 (10 minutes)
 - i. Ask students to form two groups
 - ii. Distribute sheets of paper with the vocabulary lists (one list per season)
 - iii. Give to each group strips of paper so that each group has a set of a different color
 - iv. Ask students to select four words from each list and write each word on a separate strip of paper
 - v. Tell the students to fold the strips of paper and stay in the same groups

PHASE II -PRACTICE/COLLABORATION

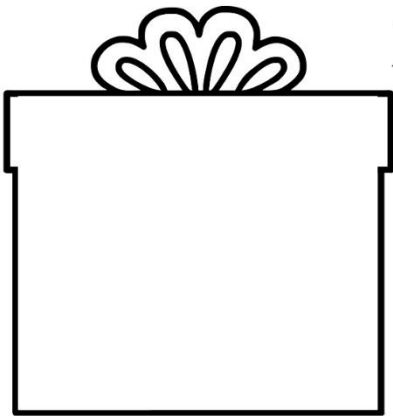
3. "Easter Egg Hunt" → LO#3 (25 minutes)
 - i. Give to each group of students one set (twelve) of plastic eggs
 - ii. Ask students to put the strips of paper they prepared previously into the plastic eggs
 - iii. Ask one of the groups to leave the classroom
 - iv. Ask the other group of students to hide the plastic eggs
 - v. Ask the group that left the room to enter the classroom and find the eggs
 - vi. Tell the students to put the eggs in a basket
 - vii. Ask the groups to change the roles
 - viii. Ask each group to open the eggs and write the words on the board under their group name
 - ix. Ask each group to read the words and explain their meanings
 - x. Give scores for correct answers
 - xi. Give chocolate eggs to all of the students as a prize and symbol of Easter Holiday (optional)

WRAP-UP/REVIEW/CONNECTIONS

4. "Swimming, swimming" → LO# 4 (5 minutes)
 - i. Ask students to vote for the song of their choice
 - ii. Sing as many songs as time of the lesson allows

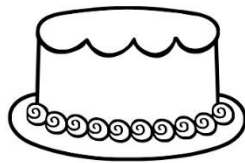
Appendix 1

My birthday is on...



This is the best present I ever got!

I am years old.



Appendix 2

“Spring” words list

Flower
Gloves
Farmer
Planting
Dirt
Wheelbarrow
Garden Tools
Grass
Digging

“Summer” words list

Swimming
Beach ball
Ice-lolly
Fireworks
Watermelon
Barbeque
Beach
Swimming pool
Splashing

“Autumn” words list

Jumper

Pile

Stream

Pumpkin

Fruit Market

Apple orchard

Rake

Turkey

Dessert

“Winter” words list

Sledding

Snow angel

Icicles

Reindeers

Christmas tree

Snowball

Teddy Bear

Snowman

Carrot

Appendix 3

“Swimming, swimming...”

Swimming, swimming in my swimming pool

When days are hot when days are cold, in my swimming pool

Breast-stroke, side-stroke, fancy diving too.

Don't you wish you never had anything else to do, but...

Actions:

Swimming, swimming: swimming action

In my swimming pool: trace outline of pool

Days are hot: wipe hand across forehead

Days are cold: shiver

Breast-stroke: do the breaststroke

Side-stroke: do the sidestroke

Fancy diving: dive action

Repeat the song a number of times, leaving out each of the above lines one at a time but still doing the actions. The last verse should be all actions and no singing

Appendix B

One of the assessment tools for this Design Project was repeated thematic matching activity that was conducted at the beginning and at the end of each unit. Below is a graph describing the overall progress of the students (in each unit) in terms of vocabulary included in the matching worksheets. For each matching activity the score was averaged for the whole group of students present on that day.

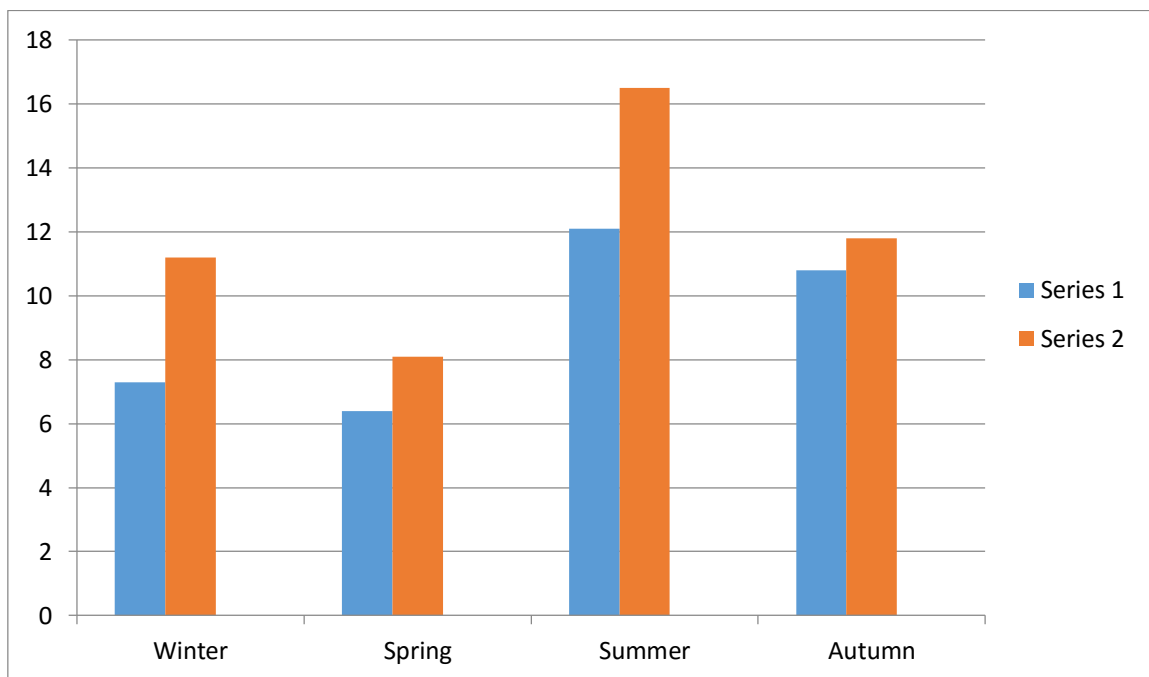


Figure 1: Results of the Matching Activity

This graph does not intend to compare the units with each other as the number of items in the thematic worksheets differ from each other. However, it is possible to see the progress within each unit. More importantly, the graph shows that, given the relatively short time of instruction, overall students learned a good number of words.

The Worksheets for the Matching Activities

Winter

Snowball



Christmas tree



Reindeer



Snow Angel



Icicle



Sledding



Snowman



Teddy Bear



Celebrate



Ice-skating



Carrot



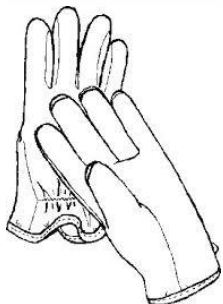
Ornaments



Spring



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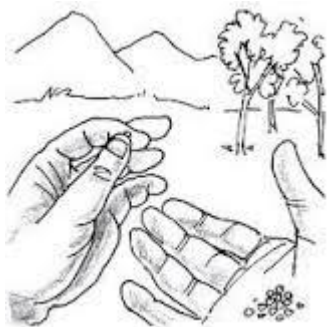
Flower

Gloves

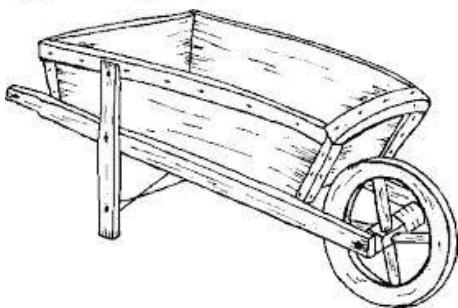
Farmer

Planting

Dirt



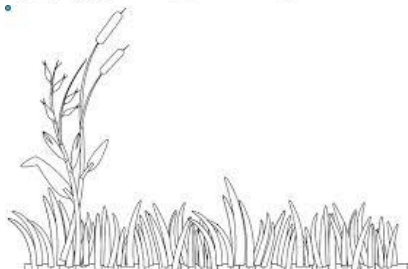
Wheelbarrow



Garden Tools



Grass



Digging



Seeds

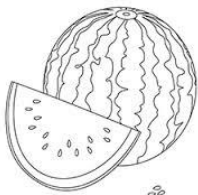
Summer



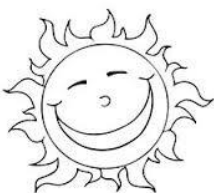
Sun



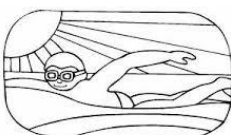
Swimming



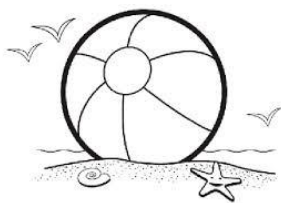
Beach ball



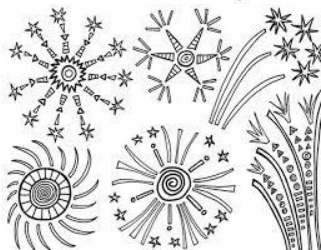
Ice-lolly



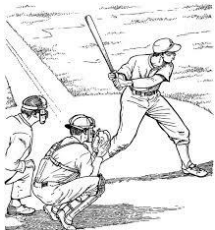
Fireworks



Watermelon



Barbeque



Beach



Swimming pool



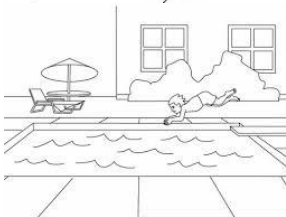
Splashing



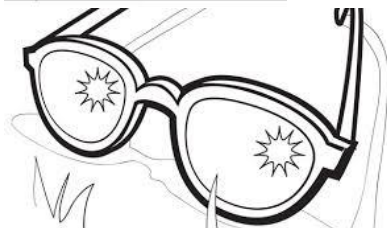
Snorkeling



Sunglasses



Baseball



Summer

Autumn

Jumper



Pile



Stream



Pumpkin

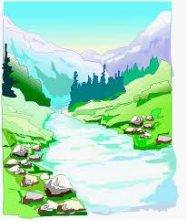


Fruit Market



Apple orchard

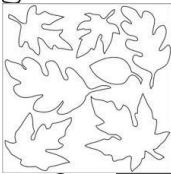




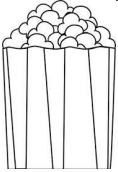
Rake



Turkey



Dessert



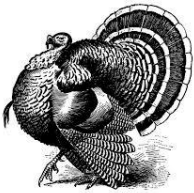
Pumpkin pie



Basket



Corn



Leaves



Popcorn

Appendix C

Script for the Summer Season

Summer

Summer happens in the months of June, July and August. In the summer, the weather is hot. The sun is bright. It's so bright that sometimes you need to wear sunglasses. Picaboo! Summer is a great season to have a barbeque. Don't forget the mustard and ketchup! This summer barbeque is fine. What about a good big piece of watermelon for dessert? Wow, that watermelon sure is juicy! Baseball is fun to play in the summer. Strike one, strike two, strike three... it's a hit! Run to the bases! Safe! Our first base!

Eating ice-lollies is the best way to cool off in the summer heat. That's crazy little sprinkler.

Let's run through the sprinkler to stay cool. Wait for me! Fourth of July is a summer holyday. You see the flags waving. And you see fireworks in July. Sparkle is pretty, but don't play with the fireworks without the grownup.

Summer is the time of the year when you go swimming. You can swim in a pool with your friends. Come on in! It feels great! Splashing is fun! There are lots of things to do in the pool. You can float in the water. You can throw a ball to your friend. You can snorkel. Maybe you can jump of the diving board. Oh silly. Great catch! Playing at the beach is fun in the summer. You can get in the water or play in the sand. She is washing the sand of her hand. Look at my toy boat. He is trying to stay cool in the summer sun. Picaboo! Oops! Now that's one way to cool off. Let's build a sand castle. Hey there! You can hold your friend's hand at the beach. You can even throw a beach ball. Good throw!