

Practicum supervisor: Inagamova U.R.

Here's clear feedback on your lesson plan:

### **Overall Impression:**

This is a well-structured and thoughtfully designed lesson plan for a 3rd-grade English class focusing on "At the Beach" vocabulary. It incorporates a variety of activities, aims, and learning outcomes, demonstrating a good understanding of elementary English language teaching. The use of audio-visuals and songs is particularly commendable for this age group.

### **Strengths of this lesson plan are:**

**Clear Aims and Learning Outcomes:** The lesson clearly outlines educational, developing, socio-cultural, and upbringing aims, along with specific, measurable learning outcomes. This provides a strong foundation for the lesson.

**Varied Activities:** The plan includes a good mix of activities: greeting, revision, explanation with handouts, listening and pointing, repeating, singing, and matching exercises. This variety caters to different learning styles and helps maintain student engagement.

**Appropriate for Age Group:** The activities, especially the use of songs and visual aids, are highly appropriate for 3rd-grade students. The "At the Beach" theme is also engaging for young learners.

**Integration of Skills:** The lesson aims to develop spelling, listening, and speaking skills, which are crucial for language acquisition.

**Logical Flow:** The "Technological Map" and "Process of the lesson" sections show a logical progression from organizational moments to new theme explanation, consolidation, and evaluation.

**Focus on Pronunciation:** The plan explicitly mentions checking and correcting students' pronunciation, which is vital for early language learners.

**Interactive Elements:** Encouraging students to repeat, answer random questions, and sing together promotes active participation.

**Clear Homework and Evaluation:** The ending of the lesson includes asking about understanding, answering questions, giving homework with explanations, and evaluating participation, which are all essential components.

### **Here are some suggestions for Consideration and Improvement:**

**"Pre-activity" Clarity:** The "Pre-activity" section describes explaining new vocabulary and encouraging students to be active. While good, it could be more clearly distinguished from the "Explaining new theme" in the Technological Map. Perhaps the "Pre-activity" could focus on eliciting prior knowledge or creating interest *before* directly introducing the new words.

**Time Allocation for "Explaining new theme":** 20 minutes for explaining new vocabularies and the theme with handouts for 3rd graders might be a bit long for direct instruction. Consider

breaking this down into shorter segments with more interactive practice within that 20 minutes to maintain attention.

**"Consolidating new theme" Activities:** The "Consolidating new theme" section in the Technological Map is quite general ("to consolidate new theme and new words of the theme"). While the "Main part" details specific tasks (Listen and point, sing a song, match), it would be beneficial to explicitly link these activities back to the "Consolidating" phase in the map or add more specific consolidation activities (e.g., flashcard games, simple sentence creation, quick pair-work questions) to the "Process of the lesson" under a clear "Consolidation" heading.

**Differentiation:** While the plan mentions group work, pair-work, and individual work, it doesn't explicitly detail how differentiation will be achieved for students who might be struggling or those who are advanced. For example, how will you support passive students or challenge fast finishers?

**Teacher's Role in Activities:** For some activities, the teacher's specific actions could be more detailed. For example, in "Listen and point, repeat," what specific instructions will the teacher give beyond "Open your books to page 92"? How will the teacher model the pronunciation?

**"Make sentences and guess what" (Page 4):** This is a great activity. How will the teacher facilitate this? Will students work in pairs, groups, or as a whole class? What kind of sentences are expected?

**Visuals for "Find these things in your classroom":** The lesson plan includes images of classroom objects on page 6. It would be good to explicitly state how these visuals will be used in the "Find these things in your classroom" activity. Will they be projected, or will students use their books?

**"Good vet" at the end:** This appears to be a typo or an unrelated note. It should be removed.

**Clarity Points:** Ensure consistent formatting for bullet points and task numbering. Check for any minor grammatical issues or typos (e.g., "make simple questions including season, weather, and checking whether students get ready to the lesson" could be rephrased for smoother reading).

Overall, this is a very good foundation for a lesson. By addressing some of the points above, you can make it even more robust and detailed for effective classroom implementation.