

**STATE MUNICIPAL ENTERPRISE ON THE BASIS OF THE RIGHT OF
ECONOMIC MANAGEMENT “SCHOOL-LYCEUM №66” OF THE AKIMAT
OF NUR-SULTAN CITY**

FUN ENGLISH THROUGH FAIRY TALES

A collection of short-term plans for the elective course

3-4 grades

Nur-Sultan, 2021

Considered by the Methodological Council of the state municipal enterprise on the right of economic management "School-Lyceum №66" of the akimat of Nur-Sultan and submitted to the city Expert Council

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The collection for the elective course "Fun English through fairy tales" is an additional tool for teachers of English in primary school. The skills, knowledge requirements and short-term lesson plans presented in the kit are designed to develop students' English language skills, focusing on enhancing oral speech and communicative skills of the students.

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INTRODUCTION

This collection is produced to support the program of the course “Fun English through fairy tales”. The main feature of this elective course is that fairy tales can be adapted to suit the learner’s age. Additionally, many grammatical, lexical, syntactic structures can be also adapted to the needs of the student and in accordance with the learning objectives. A teacher can, if necessary, change the words and grammatical parts of the text so it does not change the content of fairy tale. In addition, the course content can be adapted to different textbooks as an additional tool.

The first part provides teachers with expected language skills that might be enhanced while reading and acting out the fairy-tales. Most of the grammar themes meet the requirements of state standards according to updated content of curriculum. More than that, apart from language skills, the elective course is aimed to foster learners as versatile individuals. Therefore, special attention is paid to developing of personal and metasubject learning outcomes.

The second part provides lesson plans for each fairy tale, which can assist teaching to reach objectives. The program, the collection and student’s workbook are created to support each other to reach the objectives of the elective course. Tasks in students workbook allows a teacher to make a differentiation according to the language proficiency level of the learners. Craft work activities also help to develop motor skills, which is essential for whole personal development of children of primary grades.

The scripts given in student’s workbook can be used as a guiding tool for preparation for premiere of the play, however a teacher can modify vocabulary and grammar, as well as sentence structure according to the objectives of the lesson and aimed learning outcomes. Additionally, teachers are allowed to use another scripts of the same fairy-tale, yet the core content of the literature should be preserved.

Staging a performance in English is a laborious, collective, creative process that captures various aspects of the knowledge and skills of both the teacher and the students. To ensure the work of the theater in English, it is necessary to have a room for studying lexical and grammatical material, conditions must be created for speaking, listening, writing and reading. The class needs an audio recorder, a computer with multimedia equipment. The teacher also needs to have a selection of audio recordings with children's English songs and poems, with sound effects. Dress rehearsals must be held in the school assembly hall.

Additional material-technical supplies: Interactive whiteboard, classroom with stage, costume of characters, for decoration: glue, colored paper, scissors, pencil, slow, brush, posters, gouache, plywood, hammer, nails, tape recorder, disk

RECOMMENDED MATERIALS FOR THE FAIRY TALES

1. Grammatical, lexical materials and subject, personal and meta-subject skills

recommended for the fairy tale “Little red riding hood”.

Language skills. Learners will develop following language skills during this fairy-tale (lexical and grammar material is differentiated according to the grade and state standards for a certain grade):

Grade 3

Lexical material: Once upon a time, Little Red Riding Hood, be ill, all right, pick flowers, carry, a basket, sharp, hunter, anybody;

Grammar material:

Articles (a, an, the): a hunter, the wolf, a basket

Present Simple: be: am, is, are; lives;

Present Simple/ Special questions: Where does she live?

Present continuous: I am going to my grandma’s house

Comparative forms of adjectives: better;

Negative: must not, don’t

Conjunction: Because...

Grade 4

Lexical material: Once upon a time, run away, knock, pick up, carry, run over, recognize, sharp;

Grammar material:

Imperatives: Open the door!

Possessive adjectives: My grandma, your eyes, his voice

Possessive case: Grandma’s house

Past Simple: Regular verbs +ed: knocked, opened,

Present continuous: Grandma is sitting on her bed;

Comparative forms of adjectives: big-bigger-the biggest: Your eyes are big!

Negative: are not, don’t

There is /there are: There are lots of flowers in the forest. There is a grandma in the house

Listening:

- a) listening to a fairy tale while watching a cartoon;
- b) listening to a fairy tale while being read by the teacher.
- c) control of listening comprehension by asking questions.

Reading:

a) reading a fairy tale by students by roles;

Training exercises:

1. What is the fairy-tale about...?

2. True / False

3. Answers to the teacher's questions about the general content of the fairy-tale.

Writing:

a) recording new words

Speaking skills:***Monologue speech:***

a) a description of the characters;

b) students assume the continuation of the tale after each episode:

I think they (he, she) will ...

Dialogue speech:

a) episodic dialogues between characters;

Expected learning outcomes**Subject outcomes:**

-the ability to comprehend general idea of the text;

-the ability to understand by ear the expressions of classroom use, dialogical speech in the process of communicating according to the situation in the fairy-tale

-the ability to find characters in the picture and call their names and the title of the fairy-tale;

-the ability to independently write phrases and sentences;

-the ability to tell about characters by giving your descriptive features;

- the ability to understand and use the Present Simple and Present Continuous in speech

- expressive correct reading

Personal outcomes:

- the formation of the need for friendship with classmates

- the ability to choose optimal forms in relationships with classmates

- development of readiness for cooperation and friendship

- the ability to correlate actions with the norms of behavior

- choose the best forms of behavior in relationships with classmates

Metasubject outcomes:

- ability to work with a new text

- the ability to consciously build a speech utterance according to a model

- expressive correct reading of utterances, extracting the necessary information from what was heard.

- developing a respectful attitude towards a partner, attention to the personality of another

- ability to consider and compare

- the formation of a desire to communicate and the ability to meet other guys
- the formation of the ability to listen
- mastering the forms of statements (by samples)
- Ability to work with illustrations
- the ability to interact with peers
- the ability to adequately understand the teacher's assessment
- mastering the criteria for evaluating completed assignments

2.Recommended grammatical, lexical materials and subject, personal and meta-subject skills for the fairy tale “Cinderella”.

Grade 3

Lexical material:*Cinderella, step-mother, step-sister, ball, prince, palace, to be allowed to, tonight, fairy, godmother, suddenly, coach, midnight*

Grammar material:

Future Simple:there will be;

General questions in Future Simple:Willyou...?

Present Simple Negative:don't worry

Modal verbs:may, must, can

Adverbs of manner: happily, well, quickly

Adjectives: Comparisons more beautiful, the most beautiful

Grade 4

Lexical material:*Cinderella, lady, nice-looking, pretty, slipper, stairs, kingdom, furious, wife , wedding, nobody, let in, pleasure, try on, beg pardon*

Grammar material:

Future Simple:there will be;

General questions in Future Simple:Willyou...?

Present Simple Negative:don't go

Modal verbs: Have to/ must (obligation), shouldn't , can (permission) *Can I go to the ball?*

Adverbs of manner: Quickly, angrily,

Adjectives: Comparisons *more beautiful, the most beautiful*

Interrogative pronouns: *Who is that girl?Who lives in this house?When will you return?*

Listening:

a)Listening to a fairy tale while watching a cartoon.

b) storytelling while reading by the teacher.Discussion of the listened material

Reading:

-students read a fairy tale;

Exercises:

1. Find the beginning of a sentence.

2. Make the questions, placing the words in the correct order.

3. Answers to the teacher's questions about the text.

Speaking

Monologue:

- a) description of characters;
- b) students understand the continuation of the fairy tale: I think they (he, she) will...

Dialogue:

- a) episodic dialogue between the characters.

Expected learning outcomes

Subject outcomes:

- formation of grammatical skills,
- improvement of pronunciation skills, listening and reading skills
- improvement of reading skills
- possibility - to use in speech the learned lexical units

Personal outcomes:

- development of understanding of good and evil in relation to the surrounding nature, animal world
- selection of optimal forms of behavior in the classroom
- ability to highlight the moral aspect of behavior
- change to establish good relations with classmates

Metasubject outcomes

- statement and solution of the problem;
- analysis of the situation
- the ability to obtain missing information with the help of questions
- expressive, mindful reading
- the ability to search and highlight the necessary information
- mastering the techniques of logical memorization of information
- the ability to participate in brainstorming
- listening skills
- mastering the correct speech
- the ability to adequately understand the assessment of an adult and a peer
- the formation of purposefulness
- formation of the foundations of an optimistic perception of the world
- the ability to give a general assessment of your work
- ability to adequately understand the teacher's assessment

3 Recommended grammatical, lexical materials and subject, personal and meta-subject skills for the fairy tale “Snow-white and seven dwarfs”

Grade 3

Lexical material: *Queen, mirror, castle, beautiful, guard, dwarf, knit, dig, kill, poison, asleep, forever, glass box (for more words see script)*

Grammar material: *Demonstrative pronouns (This, that, these, those):* This girl, that guard, those dwarfs

Present Simple: be: am, is, are;lives;

Present Simple/ Special questions: Where does she live?

Present continuous: Who is eating from this plate? Who is sleeping in this bed?

Comparative forms of adjectives: better; the fairest

Negative: must not, don't

Possessive case: Queen's mirror, dwarfs' cottage

Lexical material: *Queen, mine, a shovel, a pick, diamonds, breeze, pleasant,, knit, dig, kill, poison, asleep, forever, glass box (for more words see script)*

Grade 4

Grammar material:

Prepositions of time and place: *In the forest, in the morning, in the evening*

Imperatives: *Don't cry! Don't be sad!*

Demonstrative pronouns (This, that, these, those): This girl, that guard, those dwarfs

Present Simple/ Special questions: Where does she live?

Present continuous: *She is sleeping. Who is eating from this plate? Who is sleeping in this bed?*

Comparative forms of adjectives: better; the fairest

Negative: must not, don't

Possessive case: Queen's mirror, dwarfs' cottage

Listening:

- a) listening to a fairy tale while watching a cartoon;
- b) listening to a fairy tale while being read by the teacher.
- c) control of listening comprehension by asking questions.

Reading:

- a) reading a fairy tale by students by roles;

Training exercises:

1. What is the fairy-tale about...?
2. True / False
3. Answers to the teacher's questions about the general content of the fairy-tale.

Writing:

- a) recording new words

Speaking:

Monologue speech:

- a) a description of the characters;
- b) students assume the continuation of the tale after each episode:

I think they (he, she) will ...

Dialogue speech:

- a) episodic dialogues between characters;

Expected learning outcomes

Subject:

- the formation of grammatical skills.
- improving pronunciation skills, listening skills.

- the possibility of rules of reading and spelling of the target language;
- the ability to understand by ear the speech of the teacher and classmates in direct communication and respond with phrases to what they hear.
- the ability to read the text with full understanding;

Personal outcomes:

- the formation of a motive that realizes the need for socially significant activity
- the ability to correlate actions with norms
- ability to work with books and illustrations
- the ability to highlight personal characteristics
- the ability to search and highlight the necessary information
- the ability to express your attitude
- the ability to listen and communicate with classmates

Metasubject outcomes:

- the ability to listen to the interlocutor and express your point of view
- the ability to build a monologue statement
- the ability to obtain information with the help of questions
- the ability to participate in brainstorming
- overcoming impulsivity in relationships

4. Recommended grammatical, lexical materials and subject, personal and meta-subject skills for the fairy tale “A wolf and seven goats”

Grade 3

Lexical material: *buy, sit still, paw, through the window, knock at the door, voice, sugar, find, let in, hide*

Grammar material:

Future Simple: will hear,

Past Simple: wanted, hid, was / were

Negative type: can't, don't, will not

Structure: be going to

Imperatives: *Open the door! Negative: Don't open the door! Wait!*

Irregular verbs: bought, went

Plurals: foot-feet

Grade 4

Lexical material: *a miller, a blacksmith, rough voice, soft voice, recognize, to fool, a chalk, wait*

Grammar material:

Past Simple. Irregular verbs: *went, spoke*

Adjectives: *loud, rough*

Modal verbs: *Can/ must/ mustn't/ have to*

Expected learning outcomes

Subject outcomes:

- formation of grammatical skills,
- improvement of pronunciation skills, listening and reading skills
- improvement of reading skills
- -possibility - to use in speech the learned lexical units

Personal outcomes:

- development of understanding of good and evil in relation to the surrounding nature, animal world
- selection of optimal forms of behavior in the classroom
- ability to highlight the moral aspect of behavior
- change to establish good relations with classmates

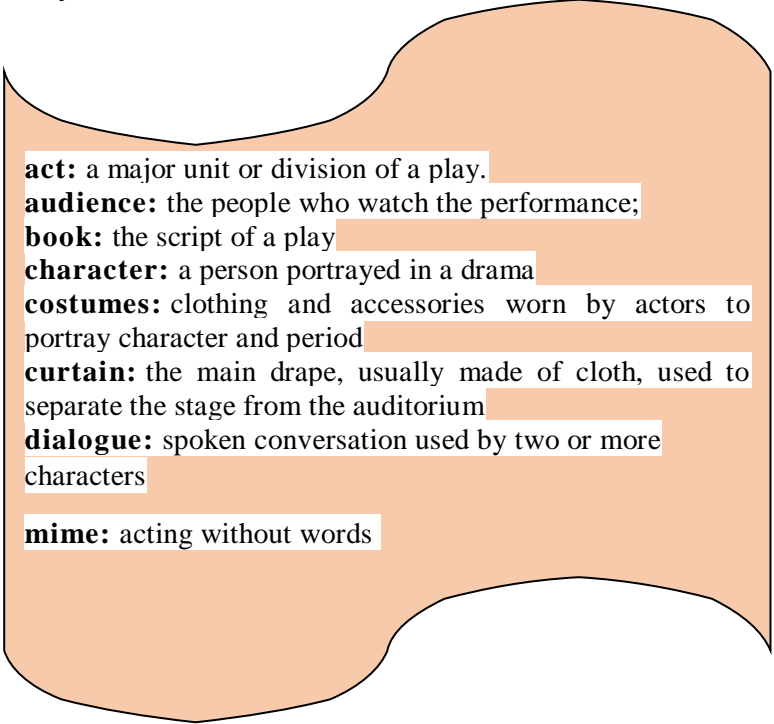
Metasubject outcomes:

- statement and solution of the problem;
- analysis of the situation
- the ability to obtain missing information with the help of questions
- expressive, mindful reading
- the ability to search and highlight the necessary information
- mastering the techniques of logical memorization of information
- the ability to participate in brainstorming
- listening skills
- mastering the correct speech
- the ability to adequately understand the assessment of an adult and a peer
- the formation of purposefulness
- formation of the foundations of an optimistic perception of the world
- the ability to give a general assessment of your work
- Ability to adequately understand the teacher's assessment

LESSON PLANS


Lesson 1

Theme	General introduction to the course	Links/ ICT
Aim of the lesson	Introduce learners to the course content and main terminology	
Lesson objectives	by the end of the lesson learners will be able to: - Pronounce and identify words related to theatre - Identify 6-8 new words	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	<p>1. Teacher elicit prior knowledge by asking questions: Good morning, dear friends! Good morning, dear guests! Welcome to our theatre. Today we shall have a party. Do you like reading fairy-tales? All children like to read fairy-tales or listen to them. I am sure it is interesting to meet your favourite fairy-tale characters.</p> <ul style="list-style-type: none"> ➤ Who are you favorite characters? ➤ Which fairy tale is your favourite? ➤ Do you know what is theatre? ➤ Have you ever read fairy tales in English? When? ➤ <i>Do you like fairy tales?</i> ➤ <i>What kind of fairy tales do you know?</i> ➤ <i>Do you know how fairy tales begin? (Once upon a time; A long time ago; etc.)</i> ➤ <i>Where do actions take place in fairy tales? (in a castle, in a forest, in an unknown place)</i> ➤ <i>Who are the main characters in fairy tales? (princes, princesses, wicked step-mothers)</i> <p>The teacher asks questions. Several students answer individually.</p>	PPT

Main part	<p>Teacher shows video about the ancient theatres and discuss key words related to the theatre topic</p> <p>Group work. Learners are divided into 3 groups and do matching task of words and their definitions. After they finish, teacher shows following correct answers and answer learners possible questions about the course, fairy tales etc.</p>  <p>act: a major unit or division of a play. audience: the people who watch the performance; book: the script of a play character: a person portrayed in a drama costumes: clothing and accessories worn by actors to portray character and period curtain: the main drape, usually made of cloth, used to separate the stage from the auditorium dialogue: spoken conversation used by two or more characters mime: acting without words</p>	https://www.youtube.com/watch?v=lkH7GMsOtck
End	H\w: learn new vocabulary, make 5 simple sentences	
Reflection	Traffic lights	

Lesson 2

Theme	Introduction to the fairy-tale “Little red riding hood”	Links/ ICT
Aim of the lesson	Introduce learners to the fairy tale and main characters	
Lesson objectives	by the end of the lesson learners will be able to: - tell general idea of the fairy tale - Identify 6-8 new words	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		

Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	<p>- students are offered learn a few tongue twisters, for example:</p> <ol style="list-style-type: none"> 1. <i>Six slippery snails slid slowly seaward</i> 2. <i>Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?</i> <p>- Learners answer the leading-in questions according to the pictures(guess the characters and the title of the fairy-tale)</p>  <p>- watch fairy-tale «<i>Little Red Riding Hood</i>»</p> <p>- watch the performance of the fairy-tale</p> <p>- teacher introduces new vocabulary (<i>sweet, dangerous, good, funny, friendly, kind, brave, small, powerful, fast, confident, cold, deep, quite, strong, little, young, old</i>)</p> <p>Pair work</p> <p>❖ Learners describe the characters using words from the box</p> <div style="border: 1px solid black; background-color: #d4edda; padding: 5px; margin: 10px 0;"> <p><i>sweet, dangerous, good, funny, friendly, kind, brave, small, powerful, fast, confident, cold,</i></p> </div> <p>Eg.: Riding hood is..... A wolf is....</p>	https://www.youtube.com/watch?v=LDMWJCrDVM <u>I</u>
End	H\w: learn new vocabulary, draw a picture of favorite	

	character and describe him in 3 sentences	
Reflection	After each performance, learners offer peer review by saying two things they like about the show, and suggesting one area for improvement.	





Lesson 3

Theme	At Red Riding-Hood's Home	Resources
Aim of the lesson	Read and discuss first part (act 1) of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - identify main characters of the scene - make 3 sentences with <i>I think.....because</i> construction	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	Teacher introduces new vocabulary(<i>little, would like, today, sun, bright, air, warm, visit, dear, basket, carry, put, nice</i>) - watch the first segment of the fairy tale (0-1 min) - the teacher divides the roles between the students (narrator, riding hood, mummy) <u>Phonetic drill</u> Short improvisation based on a family scene. Children take on a character and focus on voicing eg.: accents, tone, expression and volume. - read by roles the first episode: (see Script. Scene 1) Group work: <i>discussion</i> - intonation, general mood of the episode, and characters' behavior analysis	https://www.youtube.com/watch?v=LDMWJCrDVMl

	<p>- Practical task: Make sentences using <i>I think....</i> <i>Because</i> using the words from the box</p> <div style="border: 1px solid black; background-color: #e1eef6; padding: 5px; display: inline-block; margin: 10px 0;"> Angry happy scared brave sorry </div> <p>Eg.: <i>I think</i> Riding hood is happy, <i>because</i> she goes to grandma.)</p>	
End	H\w: learn new vocabulary, practice reading the episode by roles	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT


Lesson 4

Theme	In the Wood	Resources
Aim of the lesson	Read and discuss second part (act 2) of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - identify opposite adjectives - describe people in 3 sentences - make predictions to the next parts	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	Phonetic drill: students are offered to learn a few tongue twisters, for example: 1) <i>I have got a date at a quarter to eight; I'll see you at the gate, so don't be late</i> 2) <i>She sells seashells by the seashore.</i> 3) <i>How much wood would a woodchuck chuck if a woodchuck could chuck wood?</i> ❖ watch second segment of the fairy-tale (1-2.30)	https://www.youtube.com/watch?v=LDMWJCrDVM I

	<p>min)</p> <ul style="list-style-type: none"> - the teacher divides the roles between the students (rabbits, fox, a wolf, riding hood) - drill reading the episode by roles (see Script, Scene 2) - read out two episodes together (Script. Scenes 1,2) - Read the adjectives and connect the opposite pairs. <p><i>For example: big- small</i></p> <p>YOUNG</p> <p>2) RICH</p> <p>3) GOOD</p> <p>4) FRIENDLY</p> <p>5) HAPPY</p> <p>6) ACTIVE</p> <p>A) POOR</p> <p>B) ANGRY</p> <p>C) SAD</p> <p>D) OLD</p> <p>E) LAZY</p> <p>F) BAD</p> <p>❖ matching task. <i>Match the descriptions to the main characters</i></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: 150px; margin-bottom: 10px;"> <p>She is good. She has got cake. She has got brown hair.</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; width: 150px; margin-bottom: 10px;"> <p>He is bad. He has got big eyes. He has got big mouth.</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid purple; border-radius: 10px; padding: 5px; width: 150px; margin-bottom: 10px;"> <p>She is good. She has got red dress. She is little.</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px; width: 150px;"> <p>She is good. She has got small eyes. She is old.</p> </div> <div style="text-align: center;">  </div> </div>	
End	H\w: learn new vocabulary, practice reading of two episodes together episode by roles	PPT
Reflection	After each performance, learners offer peer review by saying two things they like about the show, and suggesting one area for improvement.	PPT

Lesson 5

Theme	Grandmother's House	Resources
Aim of the lesson	Read and discuss 3 part (act 3) of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - answer general questions in Present Simple - read by roles using proper intonation - describe a person using guiding questions	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	<ul style="list-style-type: none"> - watch the third segment of the fairy-tale (2.30-4.30 min) - division of the episode by roles (granny, wolf) and read out (see Script. Scene 3) - read out three episodes together with proper intonation (Scene 1,2,3) - discussion of intonation, general mood of the episode, and characters <p><i>Intonation drill</i></p> <p>Read the excerpt from the play</p> <ul style="list-style-type: none"> ❖ in a whisper, as if you were telling a secret. ❖ if you were speaking to a person who cannot hear you ❖ as if it were a funny story. <p>- each of the students describes his grandmother. Look at guiding questions. Draw her picture.</p>	https://www.youtube.com/watch?v=LDMWJCrDVM I

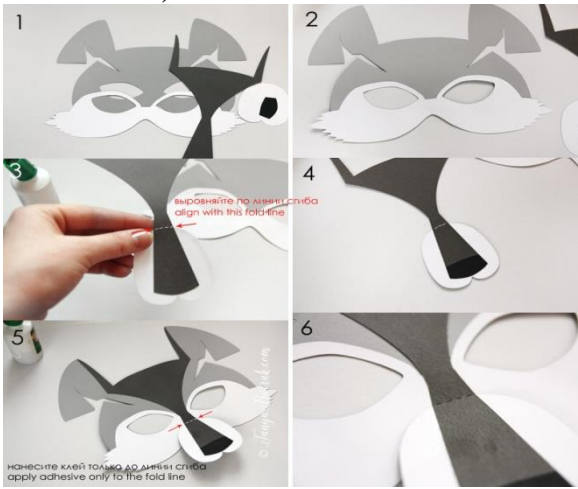
	<p style="text-align: center;">Describing Your Grandmother!</p> <ol style="list-style-type: none"> 1. What is her name? _____ 2. What do you call her? _____ 3. What is she like? _____ 4. What does she look like? _____ 5. How often do you see her? _____ 6. Does she live near your house? _____ 7. Where does she live? _____ 8. What is your favorite thing to do with her? _____ 	
End	H\w: practice reading of three episodes together by roles, make a poster, draw your grandma, answer the questions and describe granny using them	PPT
Reflection	<p>Learners tick self-assessment paper.</p> <p>Teacher gives Learners “likes” and 1 more for someone very active.</p> <p>Finger-assessment.</p> <p>Ask Learners how many new words about grandma they remember</p>	PPT

Lesson 6

Theme	Woodsman’s help	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	<p>by the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> - analyze the fairy tale’s plot - read by roles using proper intonation 	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	<p>Teacher greets learners</p> <p style="text-align: center;">Good morning, dear friends! How are you?</p>	PPT

<p>Main part</p>	<p>- watch the last segment of the fairy-tale (4.30-5.29 min)</p> <p>- drill reading the episode by roles (wolf, woodsman, riding hood, granny)</p> <p>- read out loud up to the end all parts of fairy-tale (Scene 1,2,3,4)</p> <p>Read aloud</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> ▪ Read the story using story props (characters) to tell the story. ▪ Have the children sit in a circle and give each child a prop to hold. ▪ Direct each learner with a prop to bring his prop to the middle of the circle at the appropriate time. <p>Make Predictions- Have learners make predictions about what they think will happen to all of the the people and</p> </div> <p>- practical task. Filling in the table “Story elements” (<i>title, characters, settings, beginning, problem, solution</i>)</p> <div style="text-align: center; margin: 10px 0;"> <p>The image shows a 'Story Elements' template. At the top is the title 'Story Elements' in pink. Below it is a form with several sections: 'Title:' with a book icon, 'Author:' with a pencil icon, 'Characters:' with a group of people icon, 'Setting:' with a house icon, 'Beginning:' with a 'Start' icon, 'Middle: (problem)' with a 'Next' icon, and 'End: (solution)' with an 'End' icon.</p> </div>	<p>https://www.youtube.com/watch?v=LDMWJCrDVMi</p>
<p>End</p>	<p>H\w: read the proper role with correct intonation, get ready for general rehearsal</p>	<p>PPT</p>
<p>Reflection</p>	<p>After each performance, learners offer peer review by saying two things they like about the show, and suggesting one area for improvement.</p>	<p>PPT</p>

Lesson 7

Theme	Stage decoration and musical accompaniment	Resources
Aim of the lesson	Develop motor skills of learners by craft work	
Lesson objectives	by the end of the lesson learners will be able to: - make one mask - answer 2-3 questions according to the characters of the fairy tale	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<ul style="list-style-type: none"> - Learners watch a video of making masks - Craft-work: learners make their own masks from color paper, glue and pencils (wolf, rabbit, fox, woodsman)  <ul style="list-style-type: none"> - choosing decoration and costumes, decorating the stage (forest (posters with trees, animals, flowers, a house) - choose background music according to different episodes - trying on costumes (riding hood, granny, mummy, wolf, woodsman) 	https://www.youtube.com/watch?v=v5NVgJ5UA4o
End	H\w: learn the roles by heart	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 8

Theme	General rehearsal	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: <ul style="list-style-type: none"> - use most of the active vocabulary in the speech with no support - complete most of tasks correctly with limited supporting visuals 	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<p>1. Work with gait</p> <ul style="list-style-type: none"> - Walk normally; - Walk in high heels; - Walk on the inside of the foot, then on the outside; - Walk with bent knees; - Walk quickly, slowly, very slowly; - Take long steps, small, very small steps; - Walk normally <p>«Crocodile» game.</p> <p>Learners show something without words, for example, "teacher", for complication, you can use phrases and sentences, such as "clumsy teacher". The students are trying to figure it out word, and the one who first calls the correct word will demonstrate the next word.</p> <ul style="list-style-type: none"> - rehearse with musical accompaniment all four episodes on stage (Scene 1,2,3,4) - play roles with appropriate intonation wearing costumes - improve weaknesses, work on bugs 	https://www.youtube.com/watch?v=v5NVgJ5UA4o
End	H\w: learn the roles by heart	PPT
Reflection	After each performance, learners offer peer review	PPT

	by saying two things they like about the show, and suggesting one area for improvement.	
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Lesson 9

Theme	Stage decoration and musical accompaniment	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - present the role in the play - reflect on own work	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<ul style="list-style-type: none"> - Learners put on costumes and gets ready for the performance - Audience (parents, teachers, children from other classes) takes places -learners present the performance on the stage “Round table” after the play everyone reflect on their feeling about the performance: <i>I like it...</i> <i>The most difficult for me is...</i> <i>Next time I want...</i>	https://www.youtube.com/watch?v=v5NVgJ5UA4o
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 10

Theme	Introduction to the fairy-tale “Cinderella”	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - practice topic-related vocabulary with visual	

	<p>support.</p> <ul style="list-style-type: none"> - listen to the short story, understand main idea; 	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<ul style="list-style-type: none"> - Learners answer the leading-in questions according to the pictures(guess the characters and the title of the fairy-tale) - watch the fairy-tale “Cinderella” - Teacher presents new vocabulary to learners: <i>Cinderella, step-mother, step-sister, ball, prince, palace, to be allowed to, tonight, fairy, godmother, suddenly, coach, midnight, lady, nice-looking.</i> - learners describe characters by dividing to <i>positive</i> and <i>negative</i>(group work, fill in the table. make your own mind map. -learners choose 5 most important adjectives from the box to describe a hero. <i>BRAVE, STRONG, HONEST, BIG, FAST, POLITE, KIND, ANGRY, FRIENDLY, POWERFUL, CLEVER, BORING, CALM, DANGEROUS, AGRESSIVE, LAZY, WEAK, ACTIVE, PRETTY</i> -make discussion on the general understanding of fairy-tale, ask questions, share ideas 	<p>https://www.youtube.com/watch?v=DgwZebuIiXc</p> <p>PPT</p>
End	Criteria based formative assessment with proper feedback	PPT
Reflection	After each performance, learners offer peer review by saying two things they like about the show, and suggesting one area for improvement.	PPT

Lesson 11

Theme	Sisters at home	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	

Lesson objectives	by the end of the lesson learners will be able to: - practice topic-related vocabulary with visual support. - Ask and answer questions about main characters;	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	- watch the first segment of the fairy tale (0-5.15 min) - the teacher divides the roles between the students (father, stepmother, Cinderella, two stepsisters) - describe the characters using following questions: - Write a short description of your own hero. - Interview your partner about his/her hero. The following questions can help you: ✓ <i>What does your hero look like (hair, nose, lips.)?</i> ✓ <i>How old is he/she?</i> ✓ <i>Where does he/she live?</i> ✓ <i>What does he/she like to do?</i> ✓ <i>How did he/she become a hero?</i> - Fill in the sentences with appropriate word	https://www.youtube.com/watch?v=DgwZebuIxc PPT
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Learners tick self-assessment paper. Teacher gives Learners “likes” and 1 more for someone very active. Finger-assessment. Ask Learners how many new words about the characters they remember	PPT

Lesson 12

Theme	Fairy comes to Cinderella	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson	by the end of the lesson learners will be able to:	

objectives	- read by roles using proper intonation - complete the tasks with limited support	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<p>Phonetic drill “Sound chains”: child A starts a sound and build up a composition of noises as each child adds one.</p> <ul style="list-style-type: none"> - watch the second segment of the fairy tale(5.15-7 min) - read the episode by roles(Cinderella, fairy) - Intonation drill. Learners read the sentences in different intonations and mood (cheerful, angry, sorry, frightened) <p>- Group work. Learners answer the questions about the scene:</p> <ul style="list-style-type: none"> ✓ <i>Did you like the scene?</i> ✓ <i>What is this scene is about?</i> ✓ <i>Who are the main characters in the scene?</i> ✓ <i>What was the magic object in the fairy tale?</i> ✓ <i>Why was this scene special?</i> <ul style="list-style-type: none"> - Draw a picture of the scene “The ball” 	<p>https://www.youtube.com/watch?v=DgwZebuIiXc</p> <p>PPT</p>
End	Criteria based formative assessment with proper feedback	PPT
Reflection	<p>Learners reflect on their learning:</p> <ul style="list-style-type: none"> - What has been learned? - What remained unclear? - What is necessary to work on? <p>Ask each learner to tell at least 1 word they’ve learnt today.</p>	PPT

Lesson 13

Theme	In the ball	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	

s	- read by roles using proper intonation	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<p>All watch the video of the scene (10.16- 14.30)</p> <p>- Learners read by roles (Prince, stepmother, two stepsisters, Cinderella)</p> <p>-Teacher reminds plurals. Then learners do practical tasks. -Write in plural. <i>For example: one old woman- two old women</i></p> <p>Pair work. -Learners try to guess whose words are the phrases</p> <p>Project work.</p> <ul style="list-style-type: none"> ❖ Learners create a puppet show based on the scene of “Cinderella”. Teacher can give the roles or students can choose themselves. Teacher shows the examples of shadow puppets. ❖ Learners follow instructions for making the shadow puppet theatre and the shadow puppet characters for the story “Cinderella”. ❖ Learners write short lines for the different characters in the story. ❖ Learners practice and perform their “Cinderella” puppet show to the musical score. 	<p>https://www.youtube.com/watch?v=DgwZebuIxc</p> <p>PPT</p>
End	Criteria based formative assessment with proper feedback	PPT
Reflection	<p>Learners reflect on their learning:</p> <ul style="list-style-type: none"> - What has been learned? - What remained unclear? - What is necessary to work on? <p>Ask each learner to tell at least 1 word they’ve</p>	PPT

	learnt today.	
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Lesson 15

Theme	Stage decoration and musical accompaniment	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - analyze the fairy tale's plot - read by roles using proper intonation	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<p>Phonetic exercise</p> <p>-Children show different tones of voice eg whispering, whimpering on stage. Focus on the idea of a surprise and how people would react to a surprise</p> <p>- Work in pairs. Divide the words that describe something a good person does/does not do in two columns.</p> <p><i>For example: A good person does not lie. A good person helps others.</i></p> <p>Learners make decoration of the location:</p> <p>- Create a poster with the picture of the castle</p> <p>- Make a cozy room with chairs, sofas, carpets</p> <p>-choose decoration and costumes, decorating the stage (mountain, trees, forest, dwarf's house)</p> <p>- choose background music according to different episodes</p> <p>- trying on costumes</p>	<p>https://www.youtube.com/watch?v=DgwZebuIXc</p> <p>PPT</p>
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 16

Theme	General rehearsal	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - analyze the fairy tale's plot - read by roles using proper intonation	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	Learners make a general rehearsal with all the participants - Act out by roles with music and location - Make correction work if necessary Poster. Group work. Learners should create as many words as possible with the word MAGIC? Write them down in the poster. Answer the question and present the poster. • What does word magic mean to you? - Learners Fill in the dialogue with the words from the box <div style="border: 1px solid black; background-color: #e1eef6; padding: 5px; text-align: center; margin: 10px 0;">girl shoe go small foot</div>	https://www.youtube.com/watch?v=DgwZebuIXc PPT
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Learners reflect on their learning: - What has been learned? - What remained unclear? - What is necessary to work on? Ask each learner to tell at least 1 word they've learnt today.	PPT


Lesson 17

Theme	Stage decoration and musical accompaniment	Resources
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Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - analyze the fairy tale's plot - read by roles using proper intonation	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<ul style="list-style-type: none"> - Learners put on costumes and gets ready for the performance - Audience (parents, teachers, children from other classes) takes places -learners present the performance on the stage <ul style="list-style-type: none"> - learners make a mind map of the word "magic" (mirror, hero, stick, witch, carpet, miracle) <p>"Round table" after the play everyone reflect on their feeling about the performance: <i>I like it...</i> <i>The most difficult for me is...</i> <i>Next time I want...</i></p>	https://www.youtube.com/watch?v=DgwZebuIXc
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT


Lesson 18

Theme	Introduction to the fairy-tale "Snow-white and seven dwarfs"	Links/ ICT
Aim of the lesson	Introduce learners to the fairy tale and main characters	
Lesson objectives	by the end of the lesson learners will be able to: - tell general idea of the fairy tale - Identify 6-8 new words	

Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	<p>Leading-in. Learners answer the leading-in questions according to the pictures(guess the characters and the title of the fairy-tale)</p> <ul style="list-style-type: none"> - Teacher presents new vocabulary to learners: <i>Queen, mirror, castle, beautiful, guard, dwarf, knit, dig, kill, poison, asleep, forever, glass box</i> - watch the fairy-tale “Snow-white and seven dwarfs” - Practical task: Make a mind map of the word “<i>Snow-white</i>” <div style="text-align: center;">  </div> <p>describe the characters using following questions:</p> <ul style="list-style-type: none"> - <i>What does your character look like (hair, nose, lips.)?</i> - <i>How old is he/she?</i> - <i>Where does he/she live?</i> - <i>What does he/she like to do?</i> - <i>is your character positive or negative?</i> <ul style="list-style-type: none"> - make discussion on the general understanding of fairy-tale, ask questions, share ideas 	https://www.youtube.com/watch?v=3rKzUaU_QOI
End	H\w: learn new vocabulary, draw a picture of favorite character and describe him in 3 sentences	
Reflection	After each performance, learners offer peer review by saying two things they like about the show, and suggesting one area for improvement.	

Lesson 19


Theme	The castle	Resources
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Aim of the lesson	Read and discuss first part (act 1) of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - identify main characters of the scene - make 3 sentences to describe the main character	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	<p>- watch the first segment of the fairy tale(0-5.00 min) https://www.youtube.com/watch?v=3rKzUaU_QOI</p> <p>- the teacher divides the roles between the students (mirror, the queen, the king)</p> <p>1. - Intonation drill. Read the dwarf's words in different intonations and mood (scary, happy, tired, sad, etc.)</p> <p><i>From the very top of the tallest tree</i> <i>A little breeze called down to me:</i> <i>"Come up here and you will see</i> <i>the things that are most pleasant to me</i></p> <div data-bbox="502 1377 954 1691" style="text-align: center;">  <p>The image shows six yellow circular emojis arranged in a 2x3 grid. Each emoji has a label below it: 'Happy' (smiling), 'Sad' (tearful), 'Tired' (heavy eyelids), 'Angry' (furrowed brows), 'Anxious' (hand to mouth), and 'Confused' (squinted eyes).</p> </div> <p><u>Phonetic drill</u> Short improvisation based on a family scene. Children take on a character and focus on voicing eg.: accents, tone, expression and volume.</p>	https://www.youtube.com/watch?v=LDMWJCrDVMI

	<p>- read by roles the first episode: (see Script. Scene 1) Group work: discussion - Pair work. Discuss the following questions with peers and write your answer:</p> <ul style="list-style-type: none"> + Did you like the scene? + What is this scene is about? + Who are the main characters in the scene? + What would you do if you were a guard (a Snow-white)? 	
End	H\w: learn new vocabulary, practice reading the episode by roles	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 20

Theme	The forest	Resources
Aim of the lesson	Read and discuss second part (act 2) of the fairy tale	
Lesson objectives	<p>by the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> - Answer the questions with limited support - make predictions to the next parts 	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	<p>Teacher greets learners</p> <p style="padding-left: 40px;">Good morning, dear friends! How are you? What is the weather outside?</p>	PPT

Main part	<p>- watch the second segment of the fairy tale(5.00-7.15min)</p> <p>- read the episode by roles(author, guard, Snow-white)</p> <p>- Intonation drill. Learners read the sentences in different intonations and mood (Snow-white- scary, guard- strict and vice-versa)</p> <p>- Pair work</p> <p>Learners answer the questions about the scene: <i>Did you like the scene?</i> <i>What is this scene is about?</i> <i>Who are the main characters in the scene?</i> <i>What would you do if you were a guard (a Snow-white)?</i></p> <p>-Learners draw a picture and describe your character using following adjectives</p> <div style="border: 1px solid black; background-color: #c8e6c9; padding: 5px; text-align: center; margin: 10px 0;"> YOUNG, RICH, GOOD, FRIENDLY, HAPPY, ACTIVE, POOR ANGRY SAD OLD LAZY BAD </div> <p>- pair work. Learners find the following words in the word puzzle</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Snow White</p> <ol style="list-style-type: none"> 1. Apple 2. Coffin 3. Cottage 4. Dwarfs 5. Envy 6. Fairest 7. Forest 8. Magic 9. Mirror 10. Poisoned 11. Prince 12. Queen 13. Seven 14. Snow White  <table border="1" style="font-size: small; border-collapse: collapse; width: 100%;"> <tr><td>S</td><td>M</td><td>Q</td><td>L</td><td>T</td><td>S</td><td>E</td><td>R</td><td>I</td><td>A</td><td>F</td><td>D</td><td>I</td><td>D</td></tr> <tr><td>T</td><td>P</td><td>S</td><td>B</td><td>T</td><td>D</td><td>J</td><td>D</td><td>O</td><td>Q</td><td>V</td><td>E</td><td>D</td><td>X</td><td>T</td></tr> <tr><td>V</td><td>U</td><td>O</td><td>A</td><td>C</td><td>R</td><td>R</td><td>K</td><td>Y</td><td>W</td><td>D</td><td>O</td><td>D</td><td>D</td><td>Y</td></tr> <tr><td>O</td><td>C</td><td>O</td><td>F</td><td>F</td><td>I</td><td>N</td><td>P</td><td>M</td><td>G</td><td>O</td><td>H</td><td>N</td><td>W</td><td>B</td></tr> <tr><td>P</td><td>R</td><td>I</td><td>N</td><td>C</td><td>E</td><td>D</td><td>Q</td><td>A</td><td>D</td><td>G</td><td>I</td><td>G</td><td>A</td><td>S</td></tr> <tr><td>D</td><td>K</td><td>I</td><td>G</td><td>C</td><td>N</td><td>E</td><td>V</td><td>O</td><td>C</td><td>U</td><td>U</td><td>V</td><td>R</td><td>E</td></tr> <tr><td>R</td><td>E</td><td>V</td><td>D</td><td>M</td><td>V</td><td>N</td><td>I</td><td>I</td><td>N</td><td>F</td><td>L</td><td>E</td><td>F</td><td>V</td></tr> <tr><td>A</td><td>N</td><td>H</td><td>X</td><td>I</td><td>Y</td><td>O</td><td>E</td><td>C</td><td>E</td><td>Q</td><td>V</td><td>D</td><td>S</td><td>E</td></tr> <tr><td>P</td><td>O</td><td>J</td><td>W</td><td>R</td><td>R</td><td>S</td><td>S</td><td>O</td><td>W</td><td>U</td><td>H</td><td>Y</td><td>P</td><td>N</td></tr> <tr><td>P</td><td>W</td><td>T</td><td>C</td><td>R</td><td>W</td><td>I</td><td>R</td><td>T</td><td>L</td><td>E</td><td>Y</td><td>N</td><td>Z</td><td>P</td></tr> <tr><td>L</td><td>W</td><td>N</td><td>V</td><td>O</td><td>H</td><td>O</td><td>L</td><td>T</td><td>E</td><td>E</td><td>G</td><td>S</td><td>J</td><td>U</td></tr> <tr><td>E</td><td>H</td><td>K</td><td>M</td><td>R</td><td>L</td><td>P</td><td>P</td><td>A</td><td>V</td><td>N</td><td>V</td><td>C</td><td>S</td><td>Z</td></tr> <tr><td>Y</td><td>I</td><td>F</td><td>X</td><td>X</td><td>Q</td><td>L</td><td>C</td><td>G</td><td>P</td><td>X</td><td>R</td><td>J</td><td>U</td><td>R</td></tr> <tr><td>H</td><td>T</td><td>Q</td><td>V</td><td>Y</td><td>U</td><td>N</td><td>M</td><td>E</td><td>A</td><td>P</td><td>L</td><td>R</td><td>I</td><td>O</td></tr> <tr><td>Z</td><td>E</td><td>N</td><td>F</td><td>O</td><td>R</td><td>E</td><td>S</td><td>T</td><td>D</td><td>V</td><td>U</td><td>W</td><td>O</td><td>V</td></tr> </table> </div>	S	M	Q	L	T	S	E	R	I	A	F	D	I	D	T	P	S	B	T	D	J	D	O	Q	V	E	D	X	T	V	U	O	A	C	R	R	K	Y	W	D	O	D	D	Y	O	C	O	F	F	I	N	P	M	G	O	H	N	W	B	P	R	I	N	C	E	D	Q	A	D	G	I	G	A	S	D	K	I	G	C	N	E	V	O	C	U	U	V	R	E	R	E	V	D	M	V	N	I	I	N	F	L	E	F	V	A	N	H	X	I	Y	O	E	C	E	Q	V	D	S	E	P	O	J	W	R	R	S	S	O	W	U	H	Y	P	N	P	W	T	C	R	W	I	R	T	L	E	Y	N	Z	P	L	W	N	V	O	H	O	L	T	E	E	G	S	J	U	E	H	K	M	R	L	P	P	A	V	N	V	C	S	Z	Y	I	F	X	X	Q	L	C	G	P	X	R	J	U	R	H	T	Q	V	Y	U	N	M	E	A	P	L	R	I	O	Z	E	N	F	O	R	E	S	T	D	V	U	W	O	V	https://www.youtube.com/watch?v=3rKzUaU_QOI
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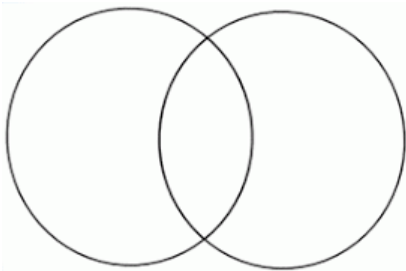
Lesson 21

Theme	At dwarfs' cottage	Resources
Aim of the lesson	Read and discuss 3 part (act 3) of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - answer general questions in Past Simple - read by roles using proper intonation - describe a person using guiding questions	

Use of ICT:	PPT, Interactive board, internet access									
Lesson procedure										
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT								
Main part	<ul style="list-style-type: none"> - All watch the video of the scene (7-9.15) - Learners read by role (author, Snow-white, seven dwarfs) -Group work. Learners fill in the table according to the episode <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #f4a460;">WHO</th> <th style="background-color: #f4a460;">WHAT</th> <th style="background-color: #f4a460;">WHERE</th> <th style="background-color: #f4a460;">WHEN</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>-Learners write the characters under the proper picture</p>	WHO	WHAT	WHERE	WHEN					https://www.youtube.com/watch?v=3rKzUaU_QOI
WHO	WHAT	WHERE	WHEN							
End	H\w: practice reading of three episodes together by roles, make a poster, draw your grandma, answer the questions and describe granny using them	PPT								
Reflection	Learners tick self-assessment paper. Teacher gives Learners “likes” and 1 more for someone very active. Finger-assessment. Ask Learners how many new words about grandma they remember	PPT								

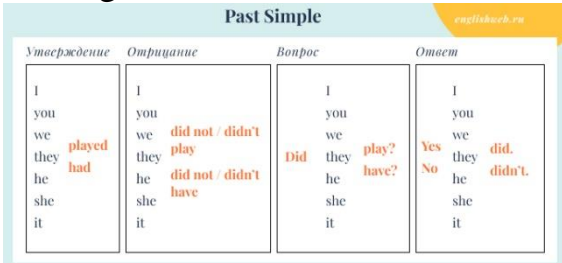
Lesson 22

Theme	Near the cave	Resources
Aim of	Develop motor skills of learners by craft work	

the lesson		
Lesson objectives	by the end of the lesson learners will be able to: - make puppet dwarfs - answer 2-3 questions according to the characters of the fairy tale	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<ul style="list-style-type: none"> - Learners watch a video of making masks - Craft-work: learners make puppet dwarf from color paper, glue and pencils  <p>Group work. Compare two characters Cinderella and Snow-white and fill in Venn diagram</p>  <ul style="list-style-type: none"> - choosing decoration and costumes, decorating the stage (forest (posters with trees, animals, flowers, a house) - choose background music according to different episodes - trying on costumes (riding hood, granny, 	https://www.youtube.com/watch?v=v5NVgJ5UA4o

	mummy, wolf, woodsman)	
End	H\w: learn the roles by heart	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 23

Theme	Stage decoration and musical accompaniment	Resources
Aim of the lesson	- To develop pupils' grammatical skills (Past Simple negative sentences, Past Simple questions)	
Lesson objectives	by the end of the lesson learners will be able to: - answer general questions in Past Simple - make negative sentences in Past Simple	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	<p>Teacher shows two sentences to elicit learners' prior knowledge on Past Simple tense. Learners discuss the differences of the sentences and explain. I sometimes <i>watch</i> TV\ I <i>watched</i> TV yesterday</p> <p>Teacher explains the rule of making negative and interrogative sentences</p>  <p>Learners make decoration of the location: - Draw posters with the pictures (<i>castle, forest, poisoned apple, glass box</i>)</p>	https://www.youtube.com/watch?v=3rKzUaU_QOI

End	H\w: finish all the exercises which remain undone, read the fairy tale once more and learn the new words	PPT
Reflection	Learners tick self-assessment paper. Teacher gives Learners “likes” and 1 more for someone very active. Finger-assessment. Ask Learners how many new words about grandma they remember	PPT

Lesson 24

Theme	General rehearsal	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - analyze the fairy tale’s plot - read by roles using proper intonation - do the tasks with limited support	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	Learners fill in the missed words from the text Learners make a general rehearsal with all the participants - Act out by roles with music and location - Make correction work if necessary	https://www.youtube.com/watch?v=3rKzUaU_QOI PPT
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Learners reflect on their learning: - What has been learned? - What remained unclear?	PPT

	- What is necessary to work on? Ask each learner to tell at least 1 word they've learnt today.	
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Lesson 25

Theme	Premiere of the play	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - analyze the fairy tale's plot - read by roles using proper intonation	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<ul style="list-style-type: none"> - Learners put on costumes and gets ready for the performance - Audience (parents, teachers, children from other classes) takes places -learners present the performance on the stage “Round table” after the play everyone reflect on their feeling about the performance: <i>I like it...</i> <i>The most difficult for me is...</i> <i>Next time I want...</i>	https://www.youtube.com/watch?v=3rKzUaU_QOI
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 26

Theme	Introduction to the fairy-tale “A wolf and seven goats”	Links/ ICT
Aim of the lesson	Introduce learners to the fairy tale and main characters	

Lesson objectives	by the end of the lesson learners will be able to: - tell general idea of the fairy tale - Identify 6-8 new words	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	<p>Leading-in. Learners answer the leading-in questions according to the pictures(guess the characters and the title of the fairy-tale)</p> <p>Response activities – teachers sit on park bench and display emotion. Children to respond appropriately as emotions change</p> <ul style="list-style-type: none"> - watch the fairy-tale “A wolf and seven goat” - Teacher presents new vocabulary to learners: <i>a miller, a blacksmith, rough voice, soft voice, recognize, to fool, a chalk, wait</i> - learners try to continue the story of their own (<i>I think goats won't open the door.... I think wolf will eat goats...</i>) -make discussion on the general understanding of fairy-tales, ask questions, share ideas <p><i>Learners answer the questions:</i></p> <ul style="list-style-type: none"> -<i>What does your character look like (hair, nose, lips.)?</i> - <i>Where do they live?</i> - <i>What does he/she like to do (goats, a wolf, mother)?</i> - <i>Is it positive or negative character?</i> 	https://www.youtube.com/watch?v=TTx8xbqyKDw
End	H/w: learn new vocabulary, draw a picture of favorite character and describe him in 3 sentences	
Reflection	After each performance, learners offer peer review by saying two things they like about the show, and suggesting one area for improvement.	

Lesson 27

Theme	In the cottage	Resources
Aim of the lesson	Read and discuss first part (act 1) of the fairy tale develop pupils` vocabulary (new words from the fairy tale) develop pupils` grammatical skills (adjectives, comparison of adjectives)	
Lesson objectives	by the end of the lesson learners will be able to: - use degrees of comparisons correctly	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	<p>- Main focus – imagination</p> <p>The children work in groups to think of a fantasy situation eg space, under the sea, in the jungle. Discuss what will happen and how children might show this in improvisation</p> <ul style="list-style-type: none"> - watch the first segment of the fairy tale(0-1.30 min) - the teacher divides the roles between the students (author, mother, seven goats, wolf) <p>The teacher asks students to look at the adjectives which have been given in the box, makes sure that all the adjectives are familiar to pupils. The teacher gives pupils enough time to complete the task. The teacher checks answers together with pupils and asks how they spell words like <i>bigger, tinier</i></p> <ul style="list-style-type: none"> -Learners complete the table with the comparative degree or the superlative degree. - read by roles the first episode: (see Script. Scene 1) <p>Group work: discussion</p>	https://www.youtube.com/watch?v=TTx8xbqyKDw
End	H\w: learn new vocabulary, practice reading the episode by roles	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 28

Theme	At the bakery	Resources
Aim of the lesson	Read and discuss second part (act 2) of the fairy tale develop pupils` grammatical skills (Prepositions of place)	
Lesson objectives	by the end of the lesson learners will be able to: - use degrees of prepositions correctly	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	<ul style="list-style-type: none"> - Hoop game – all hold hands - working together to pass the hoop around without letting go of hands. Discuss team work is needed. - watch second segment of the fairy-tale (1.28-2.30 min) - the teacher divides the roles between the students (wolf, a baker) - drill reading the episode by roles (see Script, Scene 2) - read out two episodes together (Script. Scenes 1,2) - Drill with intonation of the characters (cheerful, sorry, loud, quiet) -Learners fill in correct prepositions 	https://www.youtube.com/watch?v=TTx8xbqyK Dw
End	H\w: learn new vocabulary, practice reading the episode by roles	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 29

Theme	At the blacksmith	Resources
Aim of	Read and discuss third part (act 3) of the fairy tale	

the lesson	Develop writing skills	
Lesson objectives	by the end of the lesson learners will be able to: - Answer the questions with limited support - describe favorite character in 4-5 sentences using proper vocabulary	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	- All watch the video of the scene (2.30-3.30) https://www.youtube.com/watch?v=TTx8xbqyKDw - Learners read by role (author, blacksmith, wolf) - Learners read and act out the previous parts looking at notes - Learners match the phrases with the characters (<i>"Open the door, I'm your mother!"</i> - wolf) - Pair work Learners answer the questions about the scene: <i>Did you like the scene?</i> <i>What is this scene is about?</i> <i>Who are the main characters in the scene?</i> <i>What would you do if you were a guard (a Snow-white)?</i> -Learners answer the questions about honesty. Discuss the answers with your partner	https://www.youtube.com/watch?v=TTx8xbqyKDw
End	H\w: learn new vocabulary, practice reading of two episodes together episode by roles	PPT
Reflection	After each performance, learners offer peer review by saying two things they like about the show, and suggesting one area for improvement.	PPT

Lesson 30





Theme	Rescuing the goats	Resources
Aim of the lesson	Read and discuss third part (act 3) of the fairy tale Develop writing and speaking skills	

Lesson objectives	by the end of the lesson learners will be able to: - Predict the end of the story - write 4-5 sentences using proper vocabulary	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners Good morning, dear friends! How are you? What is the weather outside?	PPT
Main part	students are offered learn a few tongue twisters, for example <i>1. Betty Botter bought some butter But she said the butter's bitter If I put it in my batter, it will make my batter bitter But a bit of better butter will make my batter better So 'twas better Betty Botter bought a bit of better butter</i> - Learners try to continue the story of their own, predict the end. Use the following words. (<i>I think goats won't open the door.... I think wolf will eat goats...</i>) <div style="border: 1px solid black; padding: 5px; text-align: center;">First next then finally</div>	https://www.youtube.com/watch?v=TTx8xbqyKDw
End	H/w: learn new vocabulary, practice reading of all episodes together by roles	PPT
Reflection	After each performance, learners offer peer review by saying two things they like about the show, and suggesting one area for improvement.	PPT

Lesson 31

Theme	Stage decoration and musical accompaniment	Resources
Aim of the lesson	- To develop pupils' grammatical skills (Past Simple and present Simple)	
Lesson objectives	by the end of the lesson learners will be able to: - Complete all tasks with limited support - draw a poster and decorate the scene	
Use of ICT:	PPT, Interactive board, internet access	

Lesson procedure

Leading-in	<p>Teacher greets learners</p> <p style="text-align: center;">Good morning, dear friends! How are you? What is the weather outside?</p>	PPT																				
Main part	<p>Teacher shows two sentences to elicit learners' prior knowledge on Past\ Present Simple tense. Learners discuss the differences of the sentences and explain.</p> <p style="text-align: center;">I sometimes <i>watch</i> TV\ I <i>watched</i> TV yesterday</p> <p>Teacher explains the rule of making sentences in Past\Present Simple tenses</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; background-color: #e0f0e0;">Present Simple</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="text-align: center;">Утверждение</th> <th style="text-align: center;">Отрицание</th> <th style="text-align: center;">Вопрос</th> <th style="text-align: center;">Ответ</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">I you speak we they</td> <td style="padding: 2px;">I you do not speak / we don't speak they</td> <td style="padding: 2px;">Do you speak? we they</td> <td style="padding: 2px;">Yes you do. No we don't. they</td> </tr> <tr> <td style="padding: 2px;">he she speaks it</td> <td style="padding: 2px;">he she does not speak / it doesn't speak</td> <td style="padding: 2px;">Does she speak? it</td> <td style="padding: 2px;">Yes she does. No it doesn't.</td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; background-color: #e0f0e0;">Past Simple</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="text-align: center;">Утверждение</th> <th style="text-align: center;">Отрицание</th> <th style="text-align: center;">Вопрос</th> <th style="text-align: center;">Ответ</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">I you we played they had he she it</td> <td style="padding: 2px;">I you did not / didn't they play he did not / didn't she have it</td> <td style="padding: 2px;">Did they play? he have? she it</td> <td style="padding: 2px;">Yes we did. No they didn't. he didn't. she it</td> </tr> </tbody> </table> </div> <p>-Learners choose the correct form of the verb</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">     </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">● 1</div> <div style="text-align: center;">● 2</div> <div style="text-align: center;">● 3</div> <div style="text-align: center;">● 4</div> </div> <p>- Learners put the pictures in the right order</p> <p>-Learners make decoration of the location:</p> <p>- Draw posters with the pictures (<i>house, forest, trees</i>)</p>	Утверждение	Отрицание	Вопрос	Ответ	I you speak we they	I you do not speak / we don't speak they	Do you speak? we they	Yes you do. No we don't. they	he she speaks it	he she does not speak / it doesn't speak	Does she speak? it	Yes she does. No it doesn't.	Утверждение	Отрицание	Вопрос	Ответ	I you we played they had he she it	I you did not / didn't they play he did not / didn't she have it	Did they play? he have? she it	Yes we did. No they didn't. he didn't. she it	<p>https://www.youtube.com/watch?v=TTx8xbqyKDw</p>
Утверждение	Отрицание	Вопрос	Ответ																			
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Утверждение	Отрицание	Вопрос	Ответ																			
I you we played they had he she it	I you did not / didn't they play he did not / didn't she have it	Did they play? he have? she it	Yes we did. No they didn't. he didn't. she it																			

End	H\w: finish all the exercises which remain undone, read the fairy tale once more and learn the new words	PPT
Reflection	Learners tick self-assessment paper. Teacher gives Learners “likes” and 1 more for someone very active. Finger-assessment. Ask Learners how many new words about grandma they remember	PPT

Lesson 32

Theme	General rehearsal	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - analyze the fairy tale’s plot - read by roles using proper intonation - do the tasks with limited support	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	Learners fill in the missed words from the text Learners make a general rehearsal with all the participants - Act out by roles with music and location - Make correction work if necessary	https://www.youtube.com/watch?v=TTx8xbqyKDw PPT
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Learners reflect on their learning: - What has been learned? - What remained unclear?	PPT


	- What is necessary to work on? Ask each learner to tell at least 1 word they've learnt today.	
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Lesson 33

Theme	Premiere of the play	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	
Lesson objectives	by the end of the lesson learners will be able to: - analyze the fairy tale's plot - read by roles using proper intonation	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce lesson objectives and procedure	PPT
Main part	<ul style="list-style-type: none"> - Learners put on costumes and gets ready for the performance - Audience (parents, teachers, children from other classes) takes places -learners present the performance on the stage “Round table” after the play everyone reflect on their feeling about the performance: <i>I like it...</i> <i>The most difficult for me is...</i> <i>Next time I want...</i>	
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

Lesson 34

Theme	Concluding lesson	Resources
Aim of the lesson	Read and discuss all parts of the fairy tale	

Lesson objectives	by the end of the lesson learners will be able to: - make a reflection on past events - assess their strong and weak sides	
Use of ICT:	PPT, Interactive board, internet access	
Lesson procedure		
Leading-in	Teacher greets learners, announce objectives and procedure	PPT
Main part	<p>Pair work. <i>“Think-pair-share”</i> students spend a few silent minutes thinking about an aspect of the fairy tales you learned and then pair them with other students to discuss any relevant angles, pros and cons, or strategies.</p> <p>Reflection. Learners write a reflection about their work thruout the course and share with the class</p>  <p>Teacher awards all learners for the best roles with special diplomas and certificates and makes conclusion of the course.</p>	
End	Criteria based formative assessment with proper feedback	PPT
Reflection	Traffic lights: green- understand everything, like the lesson, yellow- have some questions, red- do not understand, do not like	PPT

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