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| Lesson Plan – Activity-Based |

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| **Title – Animals** |

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| Instructor:Alice | Level7~8 | # of Students6 | Length40 mins |

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| **Materials:**- CD&CD player- Markers and White board- some magnets-6 pictures of animals (for eliciting the topic)- 6 pictures of animals (for a chant)-pictures of animals (for a memory game)-2 sheets of paper (for a song and a chant) |

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| **Aims:**- Students will be able to know about some animals’ names and the sounds they make.-Students will be able to learn about some baby animals’ names.-Students will be able to learn how to sing the song, “Old Macdonald had a farm.”-Students will be able to learn a structure by doing a chant. |

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| **Language Skills:**- Listening: listening to teacher’s instruction, demonstration, a song, and classmates’ speaking- Speaking: singing a song, doing a chant, participating in activities- Reading: reading sentences on the board, 2 sheets of paper, and animals’ pictures.- Writing: note-taking, filling in the blanks in a grid on the board |

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| **Language Systems:**- Phonology: singing a song, doing a chant, distinctions between L/R, F/V, S/TH- Lexis: animals’ names and the sounds they make, baby animals’ names- Grammar: what + do + Subject + Basic verb/ Noun + ~ing/ past tense - Function: singing and chanting, memorizing - Discourse: asking and answering Wh-questions |

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| **Assumptions:**Students already know:- words for colors- some animals’ names- how to do a chant- The teacher’s style of teaching |

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| **Anticipated Errors and Solutions:**Students ….-The lesson finishes early→do SOS activities-If time is short→omit the post activity-Ss have trouble singing the song→have Ss repeat after their teacher line by line-Ss don’t know animals’ names and baby animals’ names→have Ss repeat the words after their teacher.- Ss don’t understand teacher’s instruction→using the board,demonstration and CCQs |

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| **References:**- 박은정(2002) 영어동화책 활용자료 만들기, JYbooks, P. 8~24- 영어동요(2005), 아이즐 books, CD- Penny McKay and Jenni Guse(2007) Five-Minute Activities for Young Learners, unit 1.5 |

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| **Lead-in** |
| Materials: Markers and White board, some magnets, 6 pictures of animals (for eliciting the topic) |

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| Time5 mins | Set upWhole Class | **Procedure** **<Greeting>***Hi everyone?**Did you enjoy your holiday?**How was your New Year’s Day?**What did you do on New Year’s Day, Ashely?**That sounds like fun.**Who would like to tell us?**Did you eat rice-cake soup on New Year’s Day morning?**Now You’re 7 years old. Congratulation!* *O. K. Let’s begin today’s lesson.***<Eliciting and Prediction>***Look at the board.**What are they?**Right. These are our lovely friends, animals.*Today, we are going to learn about animals and the sounds they make. |

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| **Pre-activity** |
| Materials: CD&CD player, Markers and White board, some magnets, a sheet of paper (for a song) |

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| Time10 mins | Set up | *Procedure* **<instructions>***Let’s talk about each animal’s name.**What is it? (duck)**Repeat after me, duck.***Duck****Cow****Pig****Sheep****Horse****Cat***Now we’re going to listen to a song.**The title of the song is “Old Macdonald had a farm.”* **<CCQs>***Are we going to sing a song?**(No, we are going to listen to the song?)**Good, Just listen to the song.**What is the title of the song?**Are you ready to listen to the song?***<instruction>***Did you enjoy this song?**What animals did you hear in this song?**(duck, cow, pig)**What sounds did they make?**(draws a grid and writes down animals’ names and sounds)**Let’s learn this song.**I’m going to sing this song line by line.**And then you’re going to repeat the line after me.**Now let’s make a new version of this song with different animals.**Would you like to suggest which animals to sing about?**Who would like to suggest which animal to sing about.**(Writes down Ss’ suggestions in the grid.)***<demonstration>***We chose three animals.**I ‘m going to sing a ( )’s version of this song.**Who want to sing the ( )’s version?**(has Ss sing the new versions as a model)**Now, we are going to sing our new version of this song from beginning to end to the CD accompaniment.**The first verse is ( )’s version.**The second verse is ( )’s version.**The third verse is ( )’s version.***<CCQs>***Which animals’ version are we going to sing?**1.**2.* *3.**Are we going to sing to the piano accompaniment?**(No, we are going to sing to the CD accompaniment.)**Are you ready to sing?**Did you have fun singing this song?* |

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| **Main activity** |
| Materials: Markers and White board, some magnets, 6 pictures of animals (for a chant), pictures of animals (for a memory game), a sheet of paper (for a chant) |

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| Time10 mins10 mins | Set upWhole ClassGroup Work | **Procedure:****<Instruction >***Now, we are going to do a new activity**Here are animals’ pictures.**Select one picture.**And hold the picture for others to see your picture.**We are going to do a chant.**First I am going to ask like this.**(Dog, dog, what do you see?)**And then the student holding dog’s picture is going to answer like this.**(I see a yellow duck looking at me.)**And then the duck should make the sound four times and pick one animal and ask like this.)**(quack, quack, quack, quack* *cow, cow what do you see?)**This chant goes like this.***<Demonstration>***Let’s try doing this chant once as a practice.**I’m going to go first.**Now, let’s start this chant.**We are going to do this chant for 5 mins.***<CCQs>***What is the first question in this chant?**(~~ what do you see?)**What is the answer?**I see a ~~ ~~~looking at me.**How many sounds are you going to make?**How long are we going to do this chant?**(for 5mins)***<instruction>***(Showing animals’ pictures) Do you know what is a baby dog’s name?**Good. what is baby cow’s name?**(explains baby animals’ names)**Come here around this desk.**We are going to play a game.**Let’s make groups of 3.**Make a group with the people near you.**Let’s put the cards face down on the desk.**One person flips 2 cards at the same time.**If you can match the baby cards with their mom cards, then you can have both of them.**The group with the most cards is the winner.**I want all of you to take turns***<demonstration>***O.K. Let’s play this game as a practice.**Let’s do rock-scissors-paper.**This team goes first.* *Decide who will go first.**Flip two cards.* *If they do not match, put them back.**You need to memorize where they were.***<CCQs>***When can you have cards?**( When 2 cards match)**If 2 cards don’t match, what are you supposed to do?**(put them back)**Which team is the winner.**The team that have the most card.**O.K. Let get started.**Good job, everyone!**Which team is the winner? Congratulation!* |

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| **Post-Activity** |
| Materials: Markers and White board |

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| Time5 mins | Set-upWhole Class | **Procedure****<Instruction>***Let’s review today’s lesson.**What animals did we learn about?**(makes a grid and writes down animals’ names down the grid on the left.)*

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| *Animals* | *Sounds* | *Baby animals* |
| *Duck* | *Quack quack* | *Duckling* |
| *Cow* |  |  |
| *Pig* |  |  |
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**<Demonstration>***(As an example, fills in the blanks in the first line.)**Who wants to fill in the blanks?**O.K. Come up here.***<Goodbye to Ss>***Everyone did a very good job, today.**Did you enjoy today’s activities?**O.K. That’s all for today’s lesson.**Have a nice day.**Good buy.* |

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| **SOS activities**  |
| Materials: Markers and White board |

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| TimeA) 5 minsB)5 mins | Set up Whole ClassWhole Class | **Procedure****<Instructions>***Now let’s play a game.**The game is Simon Says.**Well, I’ll explain how it works.**I’ll tell you to do something.**You should do it only if I say, “Simon says” first.***<Demonstration>***Now let’s practice. Simon says, “Touch your nose.”**Good, everyone. You’re touching your nose.**Now “Touch your lips.”**(Some students follow the command)**No, you shouldn’t touch your lips.**I didn’t say, “Simon says.” Right?**So, you would be out.**Are there any questions?**Raise your right hand.**Stand up.***<CCQs>***When are you supposed to do the action.**(If the teacher says “Simon says”)**If I don’t say “Simon says”, what are you supposed to do? (should not do the action)**Now let’s play the game.***<Instructions>***We’re going to do a mime game now.**I have some cue cards here.**On each card, there’s a name of animals.**You’ll act out the words.* **<Demonstration>***Who wants to be a volunteer?**O.K. Ruby, here’s a cue card.**Look at the word and act it out.**Then ask the class, “What’s this?”**If the answer is correct, say, “You’re right.”**And someone who says right answer takes turns.**If it’s not, say, “No, that’s not it.”**You can also say, “Guess again.”**O.K. Ruby, you can start.***<CCQs>***What are we going to do?**(Mime game)**Who are going to do miming?**(anyone who says right answer)**What are we going to mime?)**(animals)* |