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| Language Based Lesson Plan  Version 1.3 | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | “one, two, three” | | | | | | | | | | |  | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Teacher(s) | | Miya(suhee Kim), Amy(Ah-Reum Youn) | | | | |  | Ss  Age | 5-7 |  | Ss Level | Biginner |  | Number of Ss: | 10 | |  | Lesson Length: | 30 min | |
|  | | | | | | | | | | | | | | | | | | | | |
| Materials | | | | | | | | | | | | | | | | | | | | |
| - Whiteboard & markers  - Picture for eliciting  - CD & CD Player  - 4 Worksheets (1 per group & 1 extra copy)  - Colored pencils, glue  - Book  - A4 paper | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Aims/Objectives | | | | | | | | | | | | | | | | | | | | |
| * Ss will be motivated and recognized by Eliciting * Ss will understand the song by questions of the teacher. * Ss will learn numbers by making a house. | | | | | | | | | | | | | | | | | | | | |
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| Language Skills | | | | | | | | | | | | | | | | | | | | |
| * Listening : listening to the teacher and other Ss * Speaking : talking to the teacher and partners. * Reading : reading a song with the teacher. | | | | | | | | | | | | | | | | | | | | |
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| Assumptions | | | | | | | | | | | | | | | | | | | | |
| Ss already know :   * How the class set up and run. * The teacher’s style of teaching and the pace of the course. * Ss have interest in number song * Ss enjoy drawing pictures well. | | | | | | | | | | | | | | | | | | | | |
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| Anticipated Errors and Solutions | | | | | | | | | | | | | | | | | | | | |
| - In case of overtime,,  -🡪 cut off the post activity and give it to them for homework.   * In case of undertime, ,   + Give Ss extra activity (presentation)      * If CD Player or MP3 goes wrong ,   🡪 Give Ss extra activity (presentation) | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| References | | | | | | | | | | | | | | | | | | | | |
| * Http: //café.naver.com/tmbusan * Http: //café. Naver.com/ecubehm * Samsung English e-kilowatt. | | | | | | | | | | | | | | | | | | | | |
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| Warm-Up | | | | | | | | | | | | | | | | | | | | |
| Materials | Whiteboard & markers | | | | | | | | | | | | | | | | | | |  |
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| Time | | | Classroom Set Up | | | Teacher Activity | | | | | | | | Student Activity and goals | | | | | | |
| 5 min | | | Whole class | | | **<Greeting**>  - Good morning everyone?  - How are you today?  -(Point to OO) How are you?  **<Warm-up activity: Chair game**>  -Let’s play a chair game.    <instruction>  -We’ll devide into two teams.  (A,B,C,D,E….A,B,C,D,E)  -Team members come here with chairs and Turn around the chairs singing a ABC song.  -When I say 3, then sit on cha  Ir quickly. (lack of chair!)  <ICQ>   * What is called this game? * Which team are you in? * On which number, you sit on chair quickly? | | | | | | | | Good morning !  Fine.  Good !.  Chair game.  A team.  3. | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Presentation | | | | | | | | | | | | | | | | | | | | |
| Materials | Whiteboard & markers, Pictures for eliciting | | | | | | | | | | | | | | | | | | |  |
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| Time | | | | Classroom Set Up | | Teacher Activity | | | | | | | | Student Activity | | | | | | |
| 5 min | | | | Whole class | | **<Eliciting 1**>   * How’s the weather today? * Sunny? Where is the sun? * How many is it? (using hand) * In English we say? * Then, How many teachers in this classroom?   **<Eliciting 2**>   * Do you like animals?   (Point to Ss) which animal do you like?  -I’ll show you fantastic picture.  (Show Ss picture for eliciting)  -what is this animal?  -And they are girls?  - dog, how many?  -And boys are more than a dog?  - Do you know the number of boys?  -Good job! | | | | | | | | It’s sunny.  In the sky.  1(using their hand)  One or I don’t know  I don’t know.  Yes.  Cats, etc…  Dog!  No, boys.  One.  Yes.  Two. | | | | | | |
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| Practice to Production | | | | | | | | | | | | | | | | | | | | |
| Materials | Whiteboard & markers, CD & CD Player, Book | | | | | | | | | | | | | | | | | | |  |
|  | | | |  | |  | | | | | | | |  | | | | | | |
| Time | | | | Classroom Set Up | | Teacher Activity | | | | | | | | Student Activity | | | | | | |
| 15 min | | | | Whole class  In groups | | **<instruction>**  - (Sticker “1” and write “ONE”  onThe board)  <teaching>   * Repeat after me, one * One means the number 1. * For example, “I have a one little box.” * “I have two little books.” * “I have three little forks.” * “I have four little cookies.” * “I have five little buttons   **<CCQ>**   * (Using Ss ‘ 1 finger) * How many? * (Using Ss’ 3 finger ) * How many? * (Using Ss’ 5 finger) * How many?  1. **Song activity**   -Let’s check with a song !  - just listen carefully  **<ICQ>**  -What are you going to do?  (play the song)  (After listening)  -OK, what did you listen in the song?    <Instruction>  \_ Listen to the song again, and let’s sing a song together.  **<ICQ>**  -What are you going to do?  (play the song)   1. **Group work activity**  * Now you can count 1 to 5. * And we are going to make something.   **<Instruction**>  - You make three groups.  (A,B,C….A,B<C….A,B,C,D)  - I’ll give you 1 worksheet And A4 per group.  **<ICQ>**  - Do you work alone?  - What do you receive?  <Demonstration>  (Show Ss teacher’s work)  -Here is my work, beautiful house  -You can make another thing as you like  **<Instruction**>  -with your partner, you color the worksheet and cut out and stick it on A4..  **<ICQ>**  -What are you going to do?  **<Instruction**>  -I’ll give you 7 minutes.  -After it, You ‘ll do presentation per group.  **<ICQ>**  **-**How much time do you have?  -Monitor Ss discreetly. Answer them if they give some questions.  **(time warning**) 1 minute left.   * Do you need more time?   (If yes, give them more minute)  **<Presentation-extra activity**>   * It’s time for presentation !     <Instruction>  -per group, you show us your work  -You talk about things that you used and what you made.  <ICQ>  -What are you going to do?  -What are you going to talk about?  (Get Ss to start presentation) | | | | | | | | One  One.  Three  Five.  I listen to song. Carefully.  (Ss listen to the song)  Number.  We sing a song together  (Ss listen and sing a song)  No, with group  1 worksheet and A4.....  I color the worksheet and cut out and stick it on A4.…  7 minutes.  I show you my work.  I talk about things that I used and what I made. | | | | | | |
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| Wrap-Up Part | | | | | | | | | | | | | | | | | | | | |
| Materials | White board & markers | | | | | | | | | | | | | | | | | | |  |
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| Time | | | | Classroom Set Up | | Teacher Activity | | | | | | | | Student Activity | | | | | | |
| 5 min | | | | Whole class | | <Summary>   * We learned numer with Song activity and Group activity. * Did you enjoy it?   **<Homework>**  **<Instruction>**  -At home, You make one sentence using number 1 to 5  -For example, “I have a four family”.  <ICQ>  -What are you going to do at home?  -How many sentences?  -OK. Good job ! Bye !. | | | | | | | | Yes!  Make sentence.using number.  One!  Bye! | | | | | | |