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| ACTIVITY BASED LESSON PLAN | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | Put Away the Shopping | | | | | | | | | | |  | | | | |
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| Teacher(s) | Alexis | | | | |  | Ss  Age | 10~11 | |  | Ss Level | Intermediate |  | Number of Ss: | 10 | |  | Lesson Length: | 20 | |
|  | | | | | | | | | | | | | | | | | | | | |
| Materials | | | | | | | | | | | | | | | | | | | | |
| * board, board markers * Laptop computer * Picture of Refrigerator(3) * Pictures of foods(9 on each team), word cards * Speaker * magnets | | | | | | | | | | | | | | | | | | | | |
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| Aims/Objectives | | | | | | | | | | | | | | | | | | | | |
| Students will be able   * To use vocabulary by expressing the place * To practice some words that indicate the place” by playing group work activities. | | | | | | | | | | | | | | | | | | | | |
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| Language Skills | | | | | | | | | | | | | | | | | | | | |
| * Listening : Listening to teacher’s explanation * Speaking : Explain their picture to group members | | | | | | | | | | | | | | | | | | | | |
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| Assumptions | | | | | | | | | | | | | | | | | | | | |
| Students already know :   * know “Hello Song” * how the class is set up and run * teacher's style of teaching and the pace of the course. * limited grammar and speak not very fluently * preposition like “from” * several nouns about foods such as “ice cream”, “apple“, “juice”, ”milk”, ”cheese”, ”cake”, ”pizza”, ”egg”, and “carrot”, * The words likes “top”, ”bottom”, ”left”, ”right”, ”middle” | | | | | | | | | | | | | | | | | | | | |
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| Anticipated Errors and Solutions | | | | | | | | | | | | | | | | | | | | |
| * Ss may not understand the meaning. * Provide more examples * Draw a picture more specifically * Ss may have a hard time to drill. * Encourage Ss to do it and give tips and helps * If time is overtime, * Reduce time of follow up stage. * Cut off post activity and ask Ss do homework instead. * If time is undertime, * Make students take part in the extra activities | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| References | | | | | | | | | | | | | | | | | | | | |
| * Multimedia-assisted English Teaching * English Teaching Resources Timesaver Grammar Activities | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| WARM-UP | | | | | | | | | | | | | | | | | | | | |
| Materials | | **Laptop, Speaker** | | | | | | | | | | | | | | | | | |  |
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| Time | | | Classroom Set Up | | | | | | Teacher Activity | | | | | Student Activity and goals | | | | | | |
| 2min | | | Whole class | | | | | | **Greeting**  -Good morning, everyone!  Let’s sing together, “Hello song”  - Let’s start. Three, two, one. Go!  -Good job!  **Introducing today’s aims**  -Today, we will have fun activities. Are you ready? | | | | | **Greeting**  -Good morning!  **Singing “Hello song”**  -Hello. Hello. Hello. How are you? I’m fine. I’m fine.  I hope that you are too.  -Yes! | | | | | | |
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| **PREPARATION-FAMILIARIZATION PART** | | | | | | | | | | | | | | | | | | | | |
| Materials | | Pictures, word cards | | | | | | | | | | | | | | | | | |  |
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| Time | | | | Classroom Set Up | | | | | Teacher Activity | | | | | Student Activity | | | | | | |
| 3 min | | | | Whole class | | | | | **Review**  **(show Ss pictures and let Ss drill the Key words)**  -Look at the picture. What is it?  **(Explain the place with refrigerator picture on the board)**  -Here is “top” .  -Repeat after me.  **(Do it over again depend on the place)** | | | | | -Apple  **(Do it over again)**  -Top  **(Do it over again)** | | | | | | |
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| **MAIN ACTIVITY PART** | | | | | | | | | | | | | | | | | | | | |
| Materials | | Picture cards(9 pictures X3), board, magnet, fridge picture(3), marker | | | | | | | | | | | | | | | | | |  |
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| Time | | | | Classroom Set Up | | | | | Teacher Activity | | | | | Student Activity | | | | | | |
| 3min  5min | | | | Whole class  Group Work  Whole class  Group work | | | | | **<Matching Activity>**  - You are A,B,A,B…A,B. Each A will be A team. And Each B will be B team. Make a group of 5. This game is team match.  **<Instruction>**   |  | | --- | | 1. Make a group of 5 2. Come to the front. 3. Stand in a line as a team |   **ICQ**  -Are you work alone?  -Which team are you in?  -What should you do?  -Each member will do in order. I attached same pictures on the board. Also, I put on the word cards on the desk.  **<Demonstration>**  Match the word card with the picture on the board. And choose another picture and attach under the picture you matched.  **<Instruction>**   |  | | --- | | 1. First member match the picture with a word card. 2. Choose another picture. 3. Attach the picture on the board. |   **ICQ**  -What should you do at first?  -What should you do for another member?  **<Instruction>**   |  | | --- | | 1. Another member does it again. 2. The team finishing up first is a winner. |   **ICQ**  -Which team is a winner?  -Let’s start.  -Great! Which team is winner?  **<Exercising Expression>**  **<Instruction>**   |  | | --- | | 1. Make a group of 5 2. Rearrange the seat. 3. Making their group’s own fridge with picture. 4. Have 3minutes. |   **<ICQ>**  -Which group are you in?  -How much time do you have?  -what will you do?  **<Instruction>**   |  | | --- | | 1. Have picture cards and fridge picture. 2. Choose two or three cards. 3. Put the picture on group table and say where you want to put the pictures like this: “put on the apples on the bottom shelf, on the right.” 4. The other members put the pictures on the fridge picture properly. |   **ICQ**  -What should you do at first?  -How many pictures should you pick up?  -Who put the pictures on?  -Let’s begin.  **Time Warning**  -1 minutes left.  -Are you done? | | | | | -No. Group work  -A team/B team  -Make group and stand in line.  -Matching the word card to the picture  -Choosing another picture and attach it on the board.  -The team finishing up first  -A/B  -A/B  -3 minutes.  -Making our own fridge.  -Choose the pictures.  -2 or 3  -The other members.  **<Exercising Expression>**  -Yes/No. | | | | | | |
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| **FOLLOW-UP PHASE AND CONSOLIDATION PHASE PART** | | | | | | | | | | | | | | | | | | | | |
| Materials | |  | | | | | | | | | | | | | | | | | |  |
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| Time | | | | Classroom Set Up | | | | | Teacher Activity | | | | | Student Activity | | | | | | |
| 4min | | | | Group work | | | | | **<Information Gap Activity>**  -First, hide your team’s fridge with the cover. And come to the front and choose any pictures. After that, Ask where the other team members put the pictures.  **<Instruction>**   |  | | --- | | 1. Hide your team’s fridge picture. 2. Attach the picture on the board. 3. Each team’s members come to the front. 4. Choose the picture on the teacher’s desk. |   **ICQ**  -What should you do at first?  -Where do you pick up the pictures?  **<Instruction>**   |  | | --- | | 1. Ask the other members where they put the picture? 2. Put the picture on the middle fridge picture. 3. Compare your fridge with the other team’s fridge. |   **ICQ**  -To whom will you ask?  -Where should you attach your pictures?  **<Demonstration>**  -I picked up this picture. Eggs. And ask the other member. Where are eggs? If the member says “I put eggs on the middle shelf, on the right.”, I should put this picture here.    -Do rock scissor paper. Winner is first. Who’s winner?    -Team A first. Come to the front and choose the picture.  Let’s start.  -Are you done? Let’s open the door and compare fridge with the other team’s fridge.  (Take turns) | | | | | -To hide our team’s fridge.  -In front of the board.  -The other team’s members.  -the middle fridge on the board.  -Team A  (Open the door and compare the picture. If the picture is different, they should ask again and change the place with teacher) | | | | | | |
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| **WRAP-UP PART** | | | | | | | | | | | | | | | | | | | | |
| Materials | | Board, Marker | | | | | | | | | | | | | | | | | |  |
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| Time | | | | Classroom Set Up | | | | | Teacher Activity | | | | | Student Activity | | | | | | |
| 3 min | | | | Whole class | | | | | **Summary**  -Today, we worked many activities. We could practice to use many words. Especially, “top”, “middle”, “bottom”, “left”, “right”.  **Elicitation**  -Raise your right hand.  -Raise your left hand.  (Draw book case on the board)  -Where is the book titled “Harry Porter”  **Closing**  -Good job! Thank you for your attention. See you next time. Good bye. | | | | | <To raise their right hand>  <To raise their right hand>  -On the top shelf, on the right.  **Closing**  -Good bye | | | | | | |