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| Lesson Plan - Activity Based Template | | | |
| Topic : Can You Swim? | | | |
| **Instructor:**  **Lee Nam Young** | **Students Level:**  **3 grade (beginners)** | **Number of Students:**  **9 students** | **Lesson Length:**  **40mins** |
| **Materials:**  **Some pictures, Worksheets, white board, board makers, flash card, 3~4board papers, 3~4 dice** | | | |
| **Objective/Aims of Lesson: (What students will be able to do during the lesson and as a result of the lesson.)**  **Students will be able to ask and answer using “can you\_\_\_\_\_\_? ”through various activities.**  **Students will be able to use the target sentence of this Lesson on a real situation.**  **­ Students will be able to make a sentence of their own using “can”** | | | |
| **Language Skills: (Lists what language skills students will be using)**  **-Listening: Ss will listen to T and Ss talk about “can you \_\_\_\_?, yes, I can./ no, I can’t.**  **-Speaking: Ss will speak in can forms and “yes, I can./no, I can’t.”**  **-Reading: Ss will read the direction of information for the activity. It can help Ss understand details more accurately.**  **-Writing: Ss will complete fill in the worksheet.** | | | |
| **Assumptions: (What students must already be able to do and what concepts must already be mastered before the lesson.)**  **-Third grades are the beginners of learning English in the elementary school.**  **-All Ss already learn about greeting and introducing.**  **-they already know many vocabulary.** | | | |
| **Anticipated Errors and Solutions: (What things might go wrong in the lesson and what the solution will be.)**  **-Errors: Ss may not know some vocabulary words of places.**  **-Solutions: Working with partner or group will learn other student. (peer-teaching)**  **-Errors: Ss may make mistake some sentence.**  **-Solutions: Encourage make the sentence and give the hint with some gesture.**  **-Errors: Ss may get confused how to make question.**  **-Solutions: T will offer a lot of practice with a variety of materials to help Ss. understanding such as picture card, story book and work sheet.**  **- Errors: If students don’t know understanding what they have to do**  **-Solutions: explain it clearly and slowly**  **-Errors: The lesson finishes early.**  **-The lesson finishes 5 min early: Do SOS activity (1)**  **-The lesson time runs out: Cut-off the post activity**  **SOS activity (1)** | | | |
| **References:**  [**http://www.eslflashcards.com**](http://www.eslflashcards.com) **:flashcard**  **http://www.teacherplus.co.kr/**  **http://www.primeteacher.co.kr/**  **http://www.ebs.co.kr/** | | | |

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| **PREPARATION-FAMILIARIZATION PART**  **(Input Stage, the main purpose is to introduce the key language needed for the Main Activity)** | | | |
| **Materials: Board and pen, card1- the name of verbs, card2- pictures about verbs** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure:** |
| **3mins**  **6mins** | **Whole class**  **2 groups** | **◈Greeting each other**  **S: I’ m fine/ ok/ etc**  **S: it’s hot/ cold..**  **Listen TT**  **Ss’performance**  **Yes, I can.**  **Ss’performance(matching the names and pictures )**  **S:4mins**  **S:Our group.** | **◈Greeting**  **T: Everyone, Good afternoon.**  **How are you today?**  **How’s the weather today?**  **◈ Eliciting and prediction**  **Did you sleep well last night? (asking why or why not)**  **TT: actually, I did not sleep very well last night. I was so hungry. So I couldn’t sleep well.**  **(T try to open the cap of juice )**  **T say, “ I can’t open, need someone’s help . “Can you open?”**  **(T picks someone among the Ss.)**  **TN: Ask to each student for eliciting interest.**  **So We’re going to learn “can you swim?”**  **◈match word**  **Procedure**  **(distributing the cards to each group)**  **card1- the name of verbs**  **card2- pictures about verbs**  **Matching the word cards and pictures.**  **I will divide 2 groups. I will give 4mins.**  **Instruction: demonstration**   1. **put cards on your desk** 2. **see the cards** 3. **put another cards of the name on the second line**   **<CCQ>**  **-How many minutes do you have?**  **-Who do you with?**  **(Ts monitor Ss’performance)**  **Let’s put the word cards and pictures on the board.**  **Very good**  **We use can you \_\_\_\_? When we ask to people to do things.** |

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| **MAIN ACTIVITY PART** | | | |
| **Materials:Pictures and 3~4board papers, 3~4 dice, worksheets** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure:** |
| **8ins**  **6mins**  **6mins** | **Whole class**  **Pair work**  **Pair work** | **Playing the “guessing game.”**  **S: no, I can’t.**  **S: yes, I can.**  **They play the “guessing game.”**  **Yes.**  **Playing the Board game**  **Say partners name**  **Ss find the words and circle the words.** | **◈guessing game**  **Procedure**  **T: It’s time for playing the “guessing game.”**  **T: let’s practice before playing the game.**  **(show a picture to students and ask)**  **T: can you fly?**  **T: can you jump?**  **Instruction: demonstration**  **T: Now, let’s play the game.**  **I’ll explain how to play it.**  **First, draw a picture on this paper. For example, swimming, flying, dancing, etc.**  **T: Put the picture around your neck. Please make sure that other students can’t see your picture.**  **Everybody, come to the front, and makes a circle, please.**  **I will pick a student and ask.**  **<CCQ>**  **T: Do you understand how to play it?**  **◈board game**  **T: Let’s play board game.**  **Procedure**  **I’ll show you how to do it.**  **First, do rock, scissors, paper. Ss roll the dice, please. And look at the number on the dice.**  **Ss say making sentence using the “can you ~?” and answer. Make a group with your partner.**  **I will give 6mins**  **<CCQ>**  **T: Who is your partner?**  **T: Who many time?**  **◈worksheet**  **(Offering the worksheet to students.)**  **Procedure**  **Look at the worksheet.**  **Work with your partner and check your partner.**  **Two people are in one team. I will give 3mins.**  **<CCQ>**  **T: How many minutes do you have?**  **T: Who do you with?**  **(Ts monitor Ss’ performance)**  **Checking the student answer.** |

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| **FOLLOW-UP PHASE AND CONSOLIDATION PHASE PART** | | | |
| **Materials: Worksheet and some pictures about action verb** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure:** |
| **8mins**  **xxmins** | **individual**  **2 groups** | **Ss fill in the information.**  **Act and guess the answer.** | **◈survey game**  **Instruction**  **I have worksheets. I will give the worksheets. And then you ask the questions and fill in the information.**  **Work with 2 groups.**  **<SOS activity (1)>**  **◈guessing game**  **T: I’ll act any action. Can you guess can you~?** |

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| **WRAP-UP PART** | | | |
| **Materials: Homework** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure:** |
| **3min** | **Whole class** | **Listen and greeting** | **T: Give students today are homework.**  **Guide next lesson and say goodbye to class**  **T: Everyone did great job today. I hope you enjoyed today’s lesson and you have a wonderful day.** |