|  |  |
| --- | --- |
| Han. JiHye (Jade)Teacher Ben81th TC WK28 October 2012 | Micro Teaching Lesson plan #1 |



|  |
| --- |
| **Title**: Shapes and Colors |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor :**Jade . (JiHye). Han | **Level :**Intermediate 7~10 year olds | **Number of** **Students**: 9 | **Length** : 30 minutes |

|  |
| --- |
| **Materials :**- Flash cards for shapes and colorsWords in separate pieces (colors and shapes)Teacher’s drawing, script, sticky tape, colored pencils, worksheetsSong(MP3), colored papers for each studentworksheets, colored pencils |

|  |
| --- |
| **Aims**- To enable Students to improve their listening skills by having Students talk about shapes and colors- Students will talk about shapes and colors through a worksheet, game and singing a rainbow song.- I want to improve my CCQ’s, explicit ICQ’s and ICQ’s |

|  |
| --- |
| **Language Skills** Listening : Students will listen to teacher’s instructionsSpeaking : Students are going to talk about their favorite colors, where to put the shapes and sing a rainbow song.Reading : Students will read the name of colors and shapes to match.Writing : Students will be engaged in dictation |

|  |
| --- |
| **Language Systems** Phonology : Each words (pronunciation) Lexis : names of each color and shape with flash cards / preposition (left, right, point, edge, corner)Grammar : None to discussFunction : None to discussDiscourse :Students will talk about how to draw according toinstructions. |

|  |
| --- |
| **Assumption** Students already know : names of colors and shapes (verbally) |

|  |
| --- |
| **Anticipated Errors and Solutions :**If the lesson finishes early : SOS activityLanguage problem – pre teaching, modeling, demonstrationClassroom management – monitoring, ICQ’s, Explicit ICQ’sStudent’s involvement – encourage the students with more variety of fun activities and more kinesthetic activities |

|  |
| --- |
| **References :**Own experience. |

|  |
| --- |
| **Materials :**Flash cards for shapes and colorsWords in separate pieces (colors and shapes)Teacher’s drawing, script, sticky tape, colored pencils, worksheetsSong(MP3), colored papers for each studentworksheets, colored pencils |

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| Leadin |  | Good morning.I’m good.Tina :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ian : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_No~No~ Yes~Jane : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Esther : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Sharing with others. | Good morning?How are you?Is anyone absent today?Did you have a good weekend?I see everyone is here.I had a really busy week because of Halloween party with students. It will be much easier if we had that with only the students but we invited the parents as well. Even if the stayed only 30 minutes but the teachers got really stressed out about the parent’s presence right?How was your week?Was anyone busy like me? |

|  |
| --- |
| **Pre-Activity** |
| **Materials :**flash cards, words in pieces  |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 2 minutes of eliciting2 minute of checking their vocabulariesActivity 1 :2 minutes of finding the words2minute of sharing what you have using “I have a \_\_\_\_\_”‘8 minutes ---- |  | ColorRed, blue, green…..ShapeOval, rectangle, circle..NoNoNoYesRed. It is red.It is greenIt is squareIt is green rectanglethe wordsblue, triangleIt is blue trianglePick one card.2 minutesNoYesYes.I have a black circle.I have a yellow oval | What do you call these?Red, blue….Tell me the colors.What about circle, triangle?Tell me the shapes.Is rectangle one of the colors?Is red one of the shapes?Are the colors for eating?Are colors for painting?Here are some flashcards.Let’s look at together.What color is this?What shape is this?You are going to pick a piece of flash card from this bag.Let’s see, I have picked this.But something is missing here. Can you tell me what is missing?Right, I have those word to put here, which are blue, triagle.So now “I have a blue triagle”But for you, your words are somewhere outside. I want you to find the words for your cards.I will give you 2 minutes.What are you going to do?How many minutes do you have?Are you working individually?Are you going to start when you pick your card? Don’t start until I say go.1 minute30 seconds10 secondsTimes upLet’s share what you have. |

|  |
| --- |
| **Main Activity** |
| **Materials :**Teacher’s drawing, script, sticky tape, colored pencils, worksheets |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 3 minutes of drawingIndividually5 minutes of working in pairs 4 minutes of Presenting12 minutes… |  | Students will listen to teacher’s instruction.1.Drawing on a piece of paperwithout talking.2. Putting up on the board to show everyone and see the differences.1.Working in pairs to draw one more time, this time they can discuss with your partners.2. Allowing students to make teacher pause on a certain point for themselves to draw it correctly. But timing.1. Presenting their drawing verbally to other students and see how it has changes from their individually drawing.2. Checking the answer together. | I have a drawing on my paper.I will describe this drawing to you.I want you to draw what my drawing would be.You are going to work individually.I am going to give you 2 minutes.What are you going to do?How many minutes do you have?Are you working in pairs? Group?I am going to give you another 5 minutes.I am going to read one more time for you to draw together. But this time you can say “stop” while I am reading this.Tell me about your drawing.What is different between your drawing and the drawing together.Which one helped more?Working together makes a great job all the time.Thank you for sharing your drawing. Let’s give Tina and Jane a big hand. |
| Listen and drawFirst, draw one big circle in the middle of your paper.Inside of the circle, draw a big triangle pointing upwards.So that each corner touches the edge of the circle.Now, Draw a smaller circle on top of the big circle.Inside of the smaller, draw a star.At the bottom two corner of the triangle, outside of the big circle,Draw two more smaller circles.Inside of the circle at the bottom left, draw a square with the corners touching the edge of the circle. |

|  |
| --- |
| **Post Activity** |
| **Materials :**Song(MP3), colored papers for each student |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 1 minutes of listening a song2 minutes of checking questions about the song2 minutes of making seating arrangement in order to colors2 minutes of singing the song together.7 minutes ---- |  | Students will listen to the song and guess what kinds of colors did you hear?1.Leaning song about colors.2. Singing song by using colored papers to hold up when they hear their colors. | I want you to listen to a song and guess how many colors did you hear and which are they.What are you going to do?Can you speak while you listening to this song?Tell me what you have heard?The song is about?How many colors were there?Let’s write in order.Give me the colors.This time. I want you to sing this song with this colored papers.You are going to pick one card. If you have Red. Then you have to sit in right order from here.What are you going to do?Are you working individually?Are you picking 2 cards?How many cards can you take?Who has red? Raise your hand.Sit here.Who has orange? Raise you had Sit here.I want you to hold up if you hear your color.Everyone ready?Blue!Green!Great job.Let’s sing a song with the cards.Ready? |
| **Close** |  | Great jobI did not hear any mistakes.Let’s unscramble these words“olcor”“phsea”I hope you enjoyed the lesson with me. I will be followed by \_\_\_\_\_. |

|  |
| --- |
| **SOS Activity** |
| **Materials :**worksheets, colored pencils. |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
|  |  | Having students to talk about what if we mix the colors together.Having students to explore the colors.Yellow. | If we mix the colors together.What happens?If we mix red with yellow.What color will come out?Hum I do not know.Let’s find out together.You have 2 minutes to work in pairs.I am going to give you a worksheet and you will have to mix the colored pencil together by coloring in this box and see what color it will be?What are you going to do?Are you working individually?How many minutes do you have?Can you use the colored pencils?I don’t want you to start before I pass all the papers.Let’s check the answer.Red + Yellow = orangeRed + blue = purpleYellow + blue = green |

BlueSquare Blue square

Yellow circle Yellow circle

Red triangle

**Listen and draw**

First, draw one big circle in the middle of your paper.

Inside of the circle, draw a big triangle pointing upwards.

So that each corner touches the edge of the circle.

Now, Draw a smaller circle on top of the big circle.

Inside of the smaller, draw a star.

At the bottom two corner of the triangle, outside of the big circle,

Draw two more smaller circles.

Inside of the circle at the bottom left, draw a square with the corners touching the edge of the circle.

|  |
| --- |
| Please fill in the box with colored pencil to find the answer |
|

|  |
| --- |
|  |

Red | + |

|  |
| --- |
|  |

Yellow | = |

|  |
| --- |
|  |

 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|

|  |
| --- |
|  |

Blue | + |

|  |
| --- |
|  |

Yellow | = |

|  |
| --- |
|  |

 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|

|  |
| --- |
|  |

Red | + |

|  |
| --- |
|  |

Blue | = |

|  |
| --- |
|  |

 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

opooooooooooooooooooooooooooooooooooooooooooooooooo

D

**Orange Square**

**Blue Rectangle**

**Yellow Oval**

**Purple Triangle**

**Black Circle**

**RedHeart**

**Green Star**

**Pink Diamond**