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| Lesson Plan - Language Based Template | | | |
| Topic Lucy’s Day At the Park. | | | |
| **Instructor:**  **Lina (Thursday)** | **Students Age and Level: 7-9 year olds**  **Upper Beginner** | **Number of Students:**  **10** | **Lesson Length:**  **20 min** |
| **Materials:**  **- A park picture and Lucy’s picture.**  **- Picture flash cards (flowers, birds, nest, rainbow and etc.)**  **- 10 pieces of empty papers** | | | |
| **Objective/Aims of Lesson: (What students will be able to achieve by participating in the activities of the lesson.)**  **- Students will learn how to use “There is a” and “There are” by listening to the teacher.**  **- Students will practice to speak “There is a” and “There are” by repeating subject sentences and making new sentences by themselves.**  **- Students will improve listening skill by hearing teacher talk.**  **- Students will improve speaking skill by answering teacher’s questions and participating classroom activities.**  **- Students will learn new vocabularies by participating classroom activities.** | | | |
| **Language Skills: (Lists what language skills students will be using by participating in the activities of the lesson.)**  **- Speaking: Students repeating after teacher, making and practicing sentences.**  **- Reading: Reading flash cards**  **- Writing: Making their own sentences**  **- Listening: Hearing teacher’s talk** | | | |
| **Assumptions: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  **- Students already covered how to count numbers.**  **- Students have experience playing at a park.**  **- Students already know how to make questions like “What is this?”** | | | |
| **Anticipated Errors and Solutions: (What things might go wrong in the lesson and what the solution will be.)**  **- Students are too shy to share their experience at the parks.**  **🡪 Teacher encourages students to freely share their experience and knowledge**  **- Lesson ends earlier than expected.**  **🡪 Give students more time to create their own sentences using “There is” and “There are” and give them more time to talk.**  **- Lesson takes longer than expected.**  **🡪 Teacher makes activity shorten and ask fewer questions.** | | | |
| **References:**  **“Spring flash cards” from CertTEYL E-Learning Course**  [**www.teyl.com**](http://www.teyl.com) | | | |

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| **WARM-UP PART** | | | |
| **Materials:**  **A park picture** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure:** |
| **3 min** | **Whole Class**  **Individual** | **Students listen and share their experience at parks.** | **Show students a picture of a park and ask students’ experience at parks.** |

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| **PRESENTATION PART** | | | |
| **Materials:**  **Lucy’s picture**  **Flash cards** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure:** |
| **5 min** | **Whole class** | **Students listen carefully** | **Introduce Lucy to students and tell the students things Lucy sees at the park using flash cards. 🡪 Use “There is” and “There are”**  **Introduce some new vocabularies to students.** |

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| **PRACTICE TO PRODUCTION PART** | | | |
| **Materials:**  **10 pieces of empty papers** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure:** |
| **5 min**  5 min | **Individual**  **Whole Class** | **Make their own flash cards about things in parks**  Come to the front and put their flash cards on the board and learn about their flash cards together. | **Encourage Students to think of things they saw at parks and have them write down them on their paper. Walk around the class and monitor students.**  **Make students talk about things they wrote using “There is” and “There are”. And repeat all together.** |

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| **WRAP-UP PART** | | | |
| **Materials:** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure:** |
| **3 min**  2 min | **Whole Class**  Whole class | **Students talk about things in the classroom using “There is” and “There are”.**  Listen carefully.  Say good bye to teacher | **Ask students what they see in the classroom. Encourage them to answer using “There is” and “There are”.**  **Assign homework.**  **(Choose one place each and make 5 “There is” and “There are” sentences.)**  **Congratulate and thank students for a great class and say goodbye!** |