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| Grammar Lesson Plan | | | | | | | | | | | | | |
| TITLE | | What did you do? | | | | | | | | | | | |
| INSTRUCTOR | | | | | | | | Ss’ LEVEL | | | AGE GROUP | No of Ss | LENGTH |
| Grace | | | | | | | | Elementary | | | 12 | 8 | 50 mins |
| MATERIALS | | | | | | | | | | | | | |
| computer, ppt, projector, a bottle, flash cards, balloons, worksheet, white board, markers | | | | | | | | | | | | | |
| AIMS 1. | | | Students will practice the past tense regular & irregular verbs in fun activities and a song. | | | | | | | | | | |
| **2.** | | | Students will be able to talk each other by using the past tense regular & irregular verbs. | | | | | | | | | | |
| 3. | | | Students will practice other regular and irregular past verbs to make their own song. | | | | | | | | | | |
| LANGUAGE SKILLS | | | | | | | | | | | | | |
| Listening | | | | Students will be listening to a song and teacher’s instructions for fun learning activities. | | | | | | | | | |
| Speaking | | | | Students will be talking each other for fun learning activities and singing together. | | | | | | | | | |
| Reading | | | | Students will be reading the flash cards and the worksheets. | | | | | | | | | |
| Writing | | | | Students will be writing their own lyrics for their new song. | | | | | | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | | | | | | | |
| Phonology | | | | Vocabulary such as went, drank, ate, fed, saw, etc. | | | | | | | | | |
| Lexis | | | | See phonology. | | | | | | | | | |
| Grammar | | | | Regular&irregular past tense form of verbs, interrogative sentences/questions | | | | | | | | | |
| Discourse | | | | Monologue by the teacher, monologue by a student, dialogue by students | | | | | | | | | |
| Functions | | | | Inquiring/questioning, explaining, reporting, sequencing | | | | | | | | | |
| ASSUMPTIONS | | | | | | | | | | | | | |
| Students are already aware that past tense regular verbs end with ‘-ed’ through the previous lesson. | | | | | | | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | | | | | | | |
| Students probably will not able to be aware of the past form of some verbs. I’ll get them to figure them out by eliciting them and explaining them in an easier way. | | | | | | | | | | | | | |
| REFERENCES | | | | | | | | | | | | | |
| ESL Kid Stuff, [www.eslkidstuff.com](http://www.eslkidstuff.com)/esl-kids-lesson-plans.html “What did you do?” song, www.**you**tube.com/watch?v=O2YBanMRBqY | | | | | | | | | | | | | |
| NOTES | | | | | | | | | | | | | |
| Play “Past Tense Slap”, “Past Tense Charades”, or “Blindfold Guess” just in case the computer or the projector is broken or Ss are bored. | | | | | | | | | | | | | |
| PRETASK TITLE | | | | | | Play “Spin the Bottle”! | | | | | | | |
| AIMS | | | | | | | | | | | MATERIALS | | |
| To activate students’ schemata about past tenseTo review past tense regular verbs ‘-ed’ | | | | | | | | | | | A plastic bottle, flash cards, computer, ppt, projector, white board, markers | | |
| TIME | SET UP | | | | STUDENTS | | | | | | TEACHER | | |
| 2 mins | Whole Class | | | | welcome one another, speak aloud lesson objectives and listen to the teacher.  CCQ  -What do you add for the past? | | | | | | greetings and present today’s lesson objectives.  In order to review the past tense form of regular verbs, tell Ss how to play “Spin the Bottle” fun learning activity. | | |
| 4 mins | Whole Class | | | | in a circle, a chosen S see a flash card to act out while other Ss guess what she is doing and shout out the correct verb in the past tense | | | | | | spins a plastic bottle in the middle of the circle and let a chosen S see a flash card to act out and other Ss guess what he/ she is doing | | |
| 4 mins | Whole Class | | | | answer a question by using the structure “ Yesterday, I verb+ -ed”. | | | | | | asks each student a question using the verb flash cards | | |
| NOTES | | | | | | | | | | | | | |
| For “Spin the bottle”, teacher should make sure no one else sees the card while the student acts out correctly without saying. After that, when practicing “Yesterday, I verb + -ed”, teacher suggests that Ss’ answer be true and asks at least one extra question to each student.(e.g. “What did you watch on TV?”) | | | | | | | | | | | | | |
| TASK PREPARATION TITLE | | | | | | | | | What is necessary to learn ‘What did you do’ song? | | | | |
| AIMS | | | | | | | | | | | MATERIALS | | |
| To practice past tense forms of the key verbs in the song | | | | | | | | | | | computer, ppt, projector, worksheet | | |
| TIME | SET UP | | | | STUDENTS | | | | | | TEACHER | | |
| 3 mins | Whole Class | | | | watch a timeline and substitution tables and answer the past tense form of the verbs  ICQ  - What do you say ‘feed’ for the past?  - Can you say ‘drinked’ for the past? | | | | | | shows a timeline and substitution tables and asks Ss to say the past tense forms of the key verbs by presenting them with the present forms | | |
| 4 mins | Pairs | | | | pass the balloon to ask and answer questions  ICQ  -What did you do yesterday?  - Yesterday, I fed my dog. | | | | | | gives a balloon to each pair and lets Ss pass the balloon to ask and answer in taking turns each other | | |
| 3 mins | Whole Class | | | | get the balloons and answer what they did yesterday | | | | | | passes the balloon and goes around the class asking everybody to tell something they did yesterday | | |
| NOTES | | | | | | | | | | | | | |
| Teacher should make sure that all the students are involved in the activity and ask questions quite fairly. | | | | | | | | | | | | | |
| TASK REALISATION TITLE | | | | | | | | | | Let’s have fun with a song ‘What did you do’! | | | |
| AIMS | | | | | | | | | | | MATERIALS | | |
| To practice listening and sing a song to create their own song | | | | | | | | | | | worksheet, computer, ppt, projector, whiteboard, markers | | |
| TIME | SET UP | | | | STUDENTS | | | | | | TEACHER | | |
| 2 mins | Whole Class | | | | get worksheets and read the lyrics to guess some missing verbs | | | | | | distributes worksheets and get Ss to read the lyrics to guess some missing verbs | | |
| 3 mins | Individual | | | | listen to the song carefully and fill in the blanks | | | | | | lets Ss listen to the song once or twice  to fill in the blanks | | |
| 2 mins | Pairs | | | | in pairs, compare their own answers to get best ones | | | | | | lets Ss compare their own answers, monitors Ss and advises them | | |
| 2 mins | Whole Class | | | | present their own answers and complete the worksheet | | | | | | asks them to answer questions and show right answers | | |
| 6 mins | Pairs | | | | talk each other to think of what they did yesterday, last Saturday and on holiday to write their own lyrics | | | | | | asks them to focus on worksheet and suggests Ss make their own lyrics in pairs, informs them of new phrases | | |
| 5 mins | Whole Class | | | | sing their own song aloud with actions according to the lyrics | | | | | | asks each pair to sing their own song and gives big applause | | |
| NOTES | | | | | | | | | | | | | |
| Teacher should encourage Ss to use easy and simple phrases so that they may sing their song naturally. | | | | | | | | | | | | | |
| POST TASK TITLE | | | | | | | What did we learn from ‘What did you do’ song? | | | | | | |
| AIMS | | | | | | | | | | | MATERIALS | | |
| To draw their own lesson from the activity and practice some past verbs in the song and other verbs for their homework | | | | | | | | | | | worksheet, computer, ppt, projector, white board, markers | | |
| TIME | SET UP | | | | STUDENTS | | | | | | TEACHER | | |
| 4 mins | Whole Class | | | | talk about what they learned and felt through the activity | | | | | | asks Ss to say what they learned through the activity and share their feelings | | |
| 5 mins | Whole Class | | | | ask questions and listen to teacher  CCQ  - When do you say the word ‘fed’?  - Why ‘swim’, not ‘swam’ in the last? | | | | | | asks whether Ss have any problems with the expressions or grammar and explains about the lyrics and the ones they made | | |
| 1 min | Whole Class | | | | write down homework and show gratitude to teacher | | | | | | gives homework(keeping a diary by using the past tense verbs) and inform next lesson(making fairy tales by using the past tense verbs) | | |
| NOTES | | | | | | | | | | | | | |
| Teacher should inform Ss of other past tense verbs to help them keep a diary when asked any verbs they wonder about. | | | | | | | | | | | | | |

* **What did you do?– original version★**

What did you do?

What did you do?

What did you do yesterday?

I \_\_\_\_\_\_\_\_\_\_\_ to the park.

I \_\_\_\_\_\_\_\_\_\_\_ basketball.

I \_\_\_\_\_\_\_\_\_\_\_\_ Gatorade with my friends.

What did you do?

What did you do?

What did you do on Saturday?

I \_\_\_\_\_\_\_\_\_\_ to my house.

I \_\_\_\_\_\_\_\_\_\_\_\_ the piano.

I \_\_\_\_\_\_\_\_\_\_\_\_ pumpkin pies with my dad.

What did you do?

What did you do?

What did you do on holiday?

I \_\_\_\_\_\_\_\_\_\_ to the zoo.

I \_\_\_\_\_\_\_\_\_\_ elephants.

I \_\_\_\_\_\_\_\_\_\_\_\_ dolphins swim in the pool.

In your free time, visit the website ‘www.**you**tube.com/watch?v=O2YBanMRBqY’ and sing along.

It’s a sweet and lovely song. ♩♪♬

**♥ It’s our song ‘What did you do?’ written by ( ) & ( ) ♥**

What did you do?

What did you do?

What did you do yesterday?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did you do?

What did you do?

What did you do on Saturday?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did you do?

What did you do?

What did you do on holiday?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Your Activities for yesterday, Saturday(or Sundays) and holidays

1. wake up (at 7) - **woke up (at 7)**
2. have my breakfast - **had my breakfast**
3. go to school – **went to school**
4. go to the spa – **went to the spa**
5. meet my grandparents – **met my grandparents**
6. go inline skating – **went inline skating**
7. sing a song- **sang a song**
8. draw cartoons – **drew cartoons**
9. make some cookies – **made some cookies**
10. do jump rope – **did jump rope**
11. swim in the pool - **swam in the pool**
12. have fun (with my friends) - **had fun (with my friends)**
13. come back home- **came back home**
14. take a bubble bath – **took a bubble bath**
15. ride my bike – **rode my bike**
16. do my homework – **did my homework**
17. see a doctor (with my mom) – **saw a doctor (with my mom)**
18. take a medicine – **took a medicine**
19. put on my pajamas – **put on my pajamas**
20. sleep all night - **slept all night**

**★** Don’t forget to use some of those above when you keep a diary as your homework~