**Grammar Lesson Plan**

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| **Topic: Coordinating Conjunction (and/or/but)** | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| **Jessie Hwang** | **Elementary** | **Middle School (14 years old)** | **16** | **50 minutes** |

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| **Materials:**  - Whiteboard, Markers, 3 pictures, Coordinating Conjunction form paper(1), Scotch tape  - Worksheet#01(16), Worksheet #02(4), A4 blank papers(4), Worksheet #03(16) |
| **Aims:**  - Students will define coordinating conjunctions (and/or/but) through teacher’s explanation of each function and form.  - Students will know the function of the coordinating conjunction and how to add the correct punctuation to the sentences by teacher’s explanation and doing worksheets.  - Students will practice the coordinating conjunction by repeating substitution table and completing the worksheets.  - Students will recognize and use conjunctions correctly in sentences when doing their task making a short story. |
| **Language skills:**  - Listening: Listening to teacher’s explanation and instructions, and classmates’ presentation of the short story.  - Speaking: Drilling and discussing correct answer for worksheet with their partners and presenting their short story in front of the class.  - Reading: Reading worksheet and doing comprehension questions.  - Writing: Writing a short story in a group for presentation. |
| **Language systems:**  - Grammar: Use of coordinating conjunctions (and/or/but).  - Function: Connecting similar ideas, opposite ideas, or different choices by using coordinating conjunctions (and/or/but) appropriately.  - Phonology: Listen to teacher and classmates’ speaking.  - Discourse: Students make a short story by using coordinating conjunctions (and/or/but). |
| **Assumptions:**  - Students already know teacher’s teaching style.  - Students are familiar with drilling of substitution table.  - Students enjoy working in pairs or groups and presenting in front of the classmates.  - Students know present simple and past simple tenses.  - Students know the meaning of clauses, phrases, sentences and words from previous lessons. |
| **Anticipated Errors and Solutions:**  -If students need more time to finish their activity.  -> Be flexible with the time as giving student more time to finish their activity.  - If students finish their tasks earlier than anticipate.  -> SOS activity (Appendix 8). |
| **References:**  - Grammar Success 2 by Compass publishing (page 18~21)  - <http://www.slideshare.net/Jburch297/conjunctions?related=1>  - <http://www.pascoae.org/wp-content/uploads/2014/06/movies.jpg>  - <http://www.kcalextra.com/files/nutrition/images/coffee%20and%20tea.jpg>  - hdimagegallery.net (picture of apple and orange) |
| **Notes:**  - Give clear direction and instruction before each activity is carried on.  - Give demonstration for each activity.  - Ensure students know the function of coordinating conjunction (and/or/but) by asking concept check questions. |

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| **Pre-task: Warm-up** | | | | |
| **Aims:**  Understand what a Coordinating Conjunctions (and/or/but) is and how to use it properly. | | | **Materials:**  Whiteboard, markers, Coordinating Conjunction form paper(1), pictures(2), scotch tape | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 mins | Whole class | - Students will guess and give the sentences by using ‘and/or’ for each picture.  - Students will guess ‘but’ by listening to teacher’s saying. | | - Greeting  - Eliciting ’and/or’ by showing the pictures(2).  - Eliciting ‘but’ by using myself.  - Guiding questions  - Stick the pictures on the white board and write down the sentences. |
| 1 min | Whole class | - Students will guess and/or/but. | | - Elicit what words were used to connect the sentences |
| 10 mins | Whole class | - Students will learn the function of ‘Coordinating Conjunctions.’  - Students will repeat the sentences after teacher says.(substitution table) | | - Explaining and/or/but functions.  - Drilling substitution table.  - C.C.Q |
| 5 mins | Whole class | - Students will learn the correct way of putting comma in the sentences when using coordinating conjunctions. | | - Explaining the punctuation using comma appropriately.  - C.C.Q |
| 6 mins | Pairs | - Students will do the worksheet #01 in pairs. Discussing the correct answer with their partners. | | - Give instructions and provide worksheets.  - Demonstration  - I.C.Q  - Monitoring  - Time warning (1 min) |
| 2 mins | Whole class | - Students will check the correct answers together. | | - Check correct answers. |
| **Notes:**  - Stick the Coordinating Conjunction on the whiteboard before the class starts and hide it behind the screen.  - When eliciting ‘and/or’, ask students to provide 2 sentences and combine those two sentences into one sentence. For examples, apple and orange – S: “It is an apple.” / “It is an orange.” -> “These are an apple and an orange.”  - When eliciting ‘but’, use myself as a realia. For example, give students two sentences as a clue, “I like to drink coffee” and “I don’t like to drink tea.” Ask them to make into one sentence.  - Prepare worksheet #01 answers separately. (Appendix 4) | | | | |

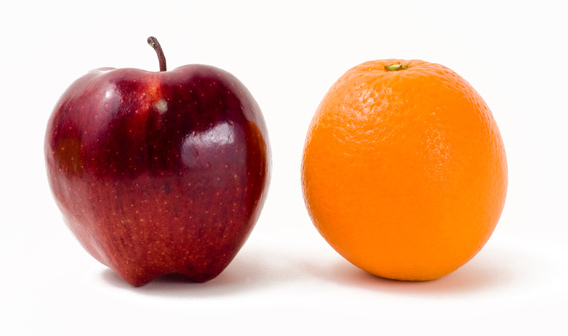
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| **Task Preparation: Making a short story by using and/but/or.** | | | | |
| **Aims:**  Students will use and/or/but to make a short story. | | | **Materials:**  Demonstration paper (1)  Worksheet #02 (4)  Blank papers (4), color pencils, color pens | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min | 4 groups | - Students will work in a group and brainstorm words connect to the topics (supermarket/restaurant) provided before they write their stories. | | - Set up task.  - Give instruction.  - Provide worksheet #02.  - I.C.Q  - Monitoring |
| 15 mins | 4 groups | - Students will work in a group to draw and make a short story by using and/but/or. | | - Set up task.  - Give instructions.  - Demonstration  - I.C.Q  - Monitoring  - Time warning (5 mins/1 mins) |
| **Notes:**  - Prepare color pencils, color pens for drawing and A4 blank papers for drawing their short stories.  - Give clear instruction to students how they will make the story and demonstrate it.  - Let students know that they will present in front of their classmates for 30 seconds to 1 minute. | | | | |

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| **Task Realization: Presentation** | | | | |
| **Aims:**  Students will present their short stories to their classmates. | | | **Materials:**  N/A | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 mins | 4 groups | - Students will present their stories made in front of the classmates. | | - Set up task.  - Monitoring. |
| **Notes:**  - Ensure every student present one sentence each and give them 30 seconds to 1 minute. | | | | |

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| **Post Task: Show video clip, have feedback and assign homework.** | | | | |
| **Aims:**  To confirm students understood the functions and using correctly. | | | **Materials:**  Worksheet #03 | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min | Whole class | - Students will give feedbacks for today’s class. | | - Elicit feedback. |
| 1 min | Individual | - Students will fill in the blanks and complete the story of ‘Mother’s Day Dinner’ at home. | | - Assign homework (Worksheet #03).  - Class dismissed. |
| **Notes:**  - Assign homework (worksheet #03): due date until next class and will check the answers together.  - If class finishes earlier than expected, do SOS activity (Appendix 8). | | | | |

**Appendix 1. Eliciting Pictures**

**1) Eliciting ‘and’**



**2) Eliciting ‘or’ and ‘but’**



**Appendix 2. Form & Drilling**

**Coordinating Conjunctions**

-> Words that connect other words,

-> or groups of words in a sentences

**How it works!**

|  |  |
| --- | --- |
| **and** | Joins together |
| **or** | Shows choice |
| **but** | Shows difference |

**Drilling**

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| --- | --- | --- | --- |
| I | **and** | Nancy | like to eat chocolates.  are going to the supermarket.  like to swim. |
| My sister | Jake |
| She | he |

|  |  |  |  |
| --- | --- | --- | --- |
| Do you like | fish | **or** | meat? |
| Can Charlie | dance | sing? |
| Does Nancy play | the piano | the violin? |

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| --- | --- | --- |
| Mike likes to eat fruits, | **but** | don’t like to eat vegetables. |
| It’s very cold, | I go outside. |
| I like juice, | I don’t like milk. |

**Punctuation**

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| --- | --- | --- |
|  | **Comma** | **Examples** |
| Two items/phrases | √ (in complete sentences) | - It’s very cold, but I go outside.  - Ben wants a cat, and Lily wants a dog. |
| Ⅹ(in incomplete sentences) | - I eat popcorn and watch a movie.  - Is the dog nice or bad? |
| Three or more items/phrases | √ | - Chris plays golf, tennis, and base ball.  - Did you watch TV, play a game, or go out? |

**Appendix 3.**

**Worksheet #01**

A. Circle the correct words.

① Some Mexican food is hot (and / or) spicy.

② Does Nancy play the piano (but / or) the violin?

③ Chris can swim (but / or) cannot ski.

④ Hannah went to the mall (and / but) bought two new shirts.

⑤ Mary went to the park, (or / but) George stayed at home.

B. Unscramble the words.

① he / or / wash / his hands? / Did / his face

② popcorn, chocolate, / Nancy / and / has / candy.

③ tea, soda, water, / Do / want / juice? / or / you

④ I / a poem, a novel, / wrote / an essay. / and

C. Complete the sentence using and, but or or.

① My sister can speak Japanese, I can’t.

② Is your brother tall short?

③ What would you like, soup salad?

④ The cat is black white.

⑤ Tom studied hard, he didn’t pass the exam.

⑥ Are you coming not?

⑦ My mom makes dinner, my dad does the dishes.

D. Add the correct punctuation to the sentences.

① I’m nice but my sister is not nice.

② Jake cleaned his room and he washed his dad’s car.

③ Lauren ran fast but she missed the bus.

④ Sally wants a necklace a book and a bike for her birthday.

⑤ She studied hard but she didn’t get a good grade.

**Appendix 4. Worksheet #01 Answer sheet**

**Worksheet #01 - ANSWERS**

A. Circle the correct words.

① Some Mexican food is hot (and / or) spicy.

② Does Nancy play the piano (but / or) the violin?

③ Chris can swim (but / or) cannot ski.

④ Hannah went to the mall (and / but) bought two new shirts.

⑤ Mary went to the park, (or / but) George stayed at home.

B. Unscramble the words.

① he / or / wash / his hands? / Did / his face

Did he wash his face or his hands?

② popcorn, chocolate, / Nancy / and / has / candy.

Nancy has popcorn, chocolate and cany.

③ tea, soda, water, / Do / want / juice? / or / you

Do you want tea, soda, water or juice?

④ I / a poem, a novel, / wrote / an essay. / and

I wrote a poem, a novel and an essay.

C. Complete the sentence using and, but or or.

① My sister can speak Japanese, but I can’t.

② Is your brother tall or short?

③ What would you like, soup or salad?

④ The cat is black and white.

⑤ Tom studied hard, but he didn’t pass the exam.

⑥ Are you coming or not?

⑦ My mom makes dinner, and my dad does the dishes.

D. Add the correct punctuation to the sentences.

① I’m nice**,** but my sister is not nice.

② Jake cleaned his room**,** and he washed his dad’s car.

③ Lauren ran fast**,** but she missed the bus.

④ Sally wants a necklace**,** a book**,** and a bike for her birthday.

⑤ She studied hard**,** but she didn’t get a good grade.

**Appendix 5. Worksheet #02**

**Topic 1.** (A4 size X 2 papers)

**SUPERMARKET**

**Topic 2.** (A4 size X 2 papers)

**RESTAURANT**

**Appendix 6. Demonstration**

**Write a short story by using and/but/or.**

**MOVIES**

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**Today Julia and I went to the movie theatre to watch ‘Frozen.’ Before we go into the theatre, we went to popcorn station because we were hungry.**

**The worker asked “Do you want sweet popcorn or normal popcorn?” We didn’t like onion popcorn, but we like sweet popcorn, so we bought sweet popcorn and 2 cokes.**

**The movie was really fun and interested. I liked Elsa, but Julia liked Anna. We liked the song of Frozen and came back to Julia’s house and found the song on Youtube. We sang together but Julia’s mother stopped us. We were too loud.**

**Appendix 7. – Homework**

**Worksheet #03**

**Choose and complete the sentences.**

**and (x10) or (x3) but (x2)**

**MOTHER’S DAY DINNER**

My sister I cooked dinner for Mom Dad because today was Mother’s Day. First, we had to decide what to cook; vegetables fish? Mom likes vegetables, Dad doesn’t. He likes fish, so we decided to cook both vegetables fish. Then, we had to decide how to cook; grilled fish steamed fish, fried vegetables boiled vegetables? Well, we decided to have grilled fish boiled vegetables. We had onions, potatoes, carrots broccoli. We had enough vegetables, we didn’t have any fish. My sister went to the market bought a fish. It was big fresh. She grilled the fish, I boiled the vegetables.

Mom Dad were very happy. We were happy too because they enjoyed the food. The fish the vegetables were delicious.

**Appendix 8. – SOS activity**

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| **B I N G O**  **Stand up! Talk to many people!** | | | | |
| Likes to help mum  (name) | Has a sister  (name) | Speaks Japanese  (name) | Likes to play piano  (name) | Has been to Jeju-island  (name) |
| Likes to wash dishes  (name) | Likes to sing  (name) | Has a grandmother  (name) | Likes to play computer games  (name) | Has been to Busan  (name) |
| Takes a bus when coming to school  (name) | Has been to China  (name) | Lives with a dog  (name) | Sleeps on the bed  (name) | Has a tablet pc  (name) |
| Takes a subway when coming to school  (name) | Likes to walk  (name) | Likes to watch TV shows  (name) | Has been to U.S.A  (name) | Sleeps on the floor  (name) |
| Likes to eat noodles  (name) | Likes to dance  (name) | Have a best friend  (name) | Has a brother  (name) | Likes to eat apple  (name) |