

Lesson Plan Change Of Focus (COF)

Topic: A monkey has a long tail.(Describing animals)

Instructor:
Ka Young LEE

Level:
Low-intermediate
Age: 5-6 years

Students: 6

Length:
40 minutes

Materials:

- White board and markers
- Animal picture flashcards(x 3sets): lion, monkey, rabbit, hippo, giraffe, elephant, polar bear, rhino, horse, tiger
- Animal word flashcards: lion, monkey, rabbit, hippo, giraffe, elephant, polar bear, rhino, horse, tiger
- Students notebooks and pencils
- 2 counters

Aims:

- SWBAT make sentences to describe animals by combining previously learnt 'name' of animals.
- SWBAT read and write sentences about animal's characteristics through constantly drilling, game and writing sentences combining names and features.

Language Skills:

Reading: Ss will read T's writing on the board.

Listening: Ss will listen what T and classmates say through the lesson.

Speaking: Ss will repeat 'names' and 'characteristics' of the animals and make sentence using these two.

Writing: Ss will write sentences about animals.

Language Systems:

Phonology: pronunciation of double vowels.

/ei/ in 'tail', /ɪ/ in 'ear', /aʊ/ in 'mouth' etc.

Lexis: vocabulary which describe animals. Mane, big ears, long nose etc.

Function: describe animals

Grammar: third person singular present simple 'has'.

Discourse: make sentences using new vocabulary.

Assumptions:

- All kids are comfortable with the teacher and their classmates.
- All kids are curious about English
- All kids get easily distracted and lose concentration after 5 or so minutes.
- All kids are interested in animals.

Lesson Plan Change Of Focus (COF)

- All kids learned using article(a/an) in singular form and not using in plural form.
- Most kids will remember the sentence 'It is a (animal's name).' from previous lesson.
- All kids already know vocabulary 'long' 'short' and 'big' 'small'.

Anticipated Problems and Solutions:

- If kids don't remember the previously learnt sentence and vocabulary, give a sad/disappointed facial expression and keep encouraging them with hints.
- If kids get distracted faster than usual, make animal noises/motion to get their attention.
- If kids don't immediately pronounce the new words correctly, do many drills and make it funny, or give them high five for encouragement upon a correct answer.
- If kids don't communicate with each other, interrupt into the pair and encourage them how much is fun to work together.
- If kids hand writing isn't very good, intentionally write badly on the board and make a funny noise, then write well and gesture that this is the correct way.
- If kids are struggle with using 'has', explain briefly and emphasize 'has'
- If kids are confused not using article in plural form(e.g. big ears) which they already learned, compare singular and plural through giving them several examples with gesture.

References:

Animal flashcards[online image] Retrieved from
<http://www.havefunteaching.com/flash-cards/science-flash-cards/land-animal-flash-cards/>

Review			
Materials: Animal word flashcards, Animal picture flashcards			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	Greet Ss.	"Hello, everyone! How are you?"
3 min		Ss find out correct word cards in the classroom when T shows picture cards and asks questions.	T puts animal word cards on the floor and shows the folded animal picture cards. "What is it?" T makes confusing face expression.

Lesson Plan Change Of Focus (COF)

Introduction of new target			
Materials: Animal picture flashcards			
Time	Set Up	Student Activity	Teacher Talk
3min	Whole class	Presenting new vocabulary to describe animals.	T shows the folded animal picture flashcards so they can see pictures clearly. T looks confused and gives silence in an eliciting attempt, while pointing/gesturing animal's characteristics (e.g. T points a tail of monkey or gestures a tail.) (Some Ss already know some vocabulary)
Oral activity			
Materials: Animal picture flashcards			
Time	Set Up	Student Activity	Teacher Talk
2 min	Whole class	Ss drills new vocabulary with sentences.	"Repeat after me" T unfolds the cards. T reads animal's characteristic one by one. T says the sentence first and Ss will follow.
3 min		T gets Ss to repeat " <u>A monkey</u> has <u>a long tail</u> ." etc. Ss will answer	After it is finished, T just shows cards and let Ss read. If they speak wrong, T makes funny face and gesture. T shows few cards randomly to check.

Practice of new target			
Materials: Animal picture flashcards(x 3 sets)			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	Ss sit with partner and listen T's instruction and demonstration.	T divides Ss into pairs with gestures. "Ok please sit down with your partner." T demonstrates what was done as a class before. " <u>A monkey</u> has <u>a long tail</u> " then encourage pair work. T gives folded picture flash cards to each pair.
3min	pairs	One S holds folded picture cards and another S answers. They take turn to show and answer.	T monitors as Ss using folded cards and show and answer each other. (During the time, T prepares the board and room for the next activity)

Lesson Plan Change Of Focus (COF)

Review																							
Materials: White board and markers																							
Time	Set Up	Student Activity	Teacher Talk																				
1 min	Whole class	Ss listen T's instruction and demonstration.	<p style="text-align: center;"><on the board></p> <table><tr><td>Monkey</td><td>-mane</td></tr><tr><td>Elephant</td><td>-long tail</td></tr><tr><td>Lion</td><td>-big ears</td></tr><tr><td>Rhinoceros</td><td>-stripes</td></tr><tr><td>Polar bear</td><td>-big mouth</td></tr><tr><td>Tiger</td><td>-long neck</td></tr><tr><td>Rabbit</td><td>-long nose(trunk)</td></tr><tr><td>Giraffe</td><td>-white fur</td></tr><tr><td>Hippo</td><td>-horn on its nose</td></tr><tr><td>Horse</td><td>-hooves</td></tr></table> <p>T plays word matching game. T gives instructions and demonstration.</p> <p>T points 'monkey' and looks Ss with confused facial expression. Ss will answer 'a long tail' and then T draw a line from 'monkey' to 'a long tail'</p>	Monkey	-mane	Elephant	-long tail	Lion	-big ears	Rhinoceros	-stripes	Polar bear	-big mouth	Tiger	-long neck	Rabbit	-long nose(trunk)	Giraffe	-white fur	Hippo	-horn on its nose	Horse	-hooves
Monkey		-mane																					
Elephant	-long tail																						
Lion	-big ears																						
Rhinoceros	-stripes																						
Polar bear	-big mouth																						
Tiger	-long neck																						
Rabbit	-long nose(trunk)																						
Giraffe	-white fur																						
Hippo	-horn on its nose																						
Horse	-hooves																						
3 min	Ss come to the board and match words. Each S will find 2 words (The last S will be a teacher to check the answer.)	<p>"Everyone come up here and find correct answer."</p> <p>"Who wants to go first? Who wants to be a teacher and check the answer?"</p> <p>Ss come up to the board and draw line to match animal names and characteristics one by one.</p> <p>T let the last S check the answer.</p>																					
Linking new target with old targets																							
Materials: Animal picture flashcards																							
Time	Set Up	Student Activity	Teacher Talk																				
4 min	Whole class	Presenting the connection between the new and old language.	<p>T shows the folded 'monkey' picture card.</p> <p>Points and says "It is a monkey. A monkey has...?" with gesture of tail and expression to encourage an attempted answer.</p> <p>T praises/gives positive reinforcement</p>																				

Lesson Plan Change Of Focus (COF)

			If Ss struggle, T unfolds the cards and do drilling again "It is a monkey. A monkey has a long tail."etc.
Review			
Materials: Animal picture flashcards			
Time	Set Up	Student Activity	Teacher Talk
2 min	Whole class	Ss raise their hand and answer "A monkey!" and "a long tail!" etc.	T asks "It is..? A monkey has...?" After Ss answer, T unfolds the card.

Linking new target with old targets			
Materials: Animal picture flashcards(x 2sets)			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	T instruction and demonstration of "Cycling Chase"	"We are going to play game" T gestures to divide 2 teams and gets Ss to sit down with their team <instruction> 1. Make racing track using cards. 2. Pick one card and say "It is a monkey. A monkey has a long tail." And then pick other several cards and let Ss say. 3. Put two teams' counters on the track(one starts half way around track, opposite site the other counter). 4. Play 'rock, paper, scissors' 5. If one team win, say the target sentences and move the team's counter forward.(counters will move same direction) 6. If a child who won can't say correct sentences, T corrects them then moves the counter. 7. When one team catches the other, the team wins the game.
5 min	Groups	While Ss play a game, they will say "It is a monkey. A monkey has a long tail." etc.	T monitors and check the game goes well. And correct sentence structure and pronunciation.

Lesson Plan Change Of Focus (COF)

Consolidation of new target through writing			
Materials: White board and board marker, students notebooks, pencils			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	T instructions and gestures.	T instructs and gestures Ss to get their notebooks and pencils out.
5 min		Ss copy from the board sentences that T writes.	T writes sentences already practiced (e.g. It is a monkey. A monkey has a long tail. etc.) At the same time, monitor and encourage Ss to focus on their writing within the line as well as their handwriting.
Wrap up/feedback			
Materials: N/A			
Time	Set Up	Student Activity	Teacher Talk
2 min	Whole class	Ends on high and say good bye.	“Did you have fun?” T closes the lesson with a loud and happy voice by saying “OK. Everyone put your books and pencils in your bags please”(with gesture) “Please line up at the door to say goodbye.” T hugs each child then waves and says “see you next time”

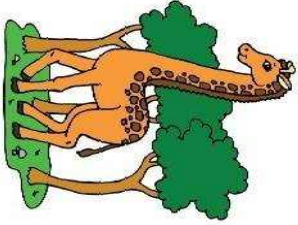
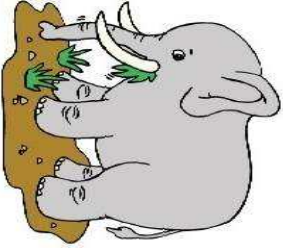


Lesson Plan Change Of Focus (COF)

Animal name flashcards


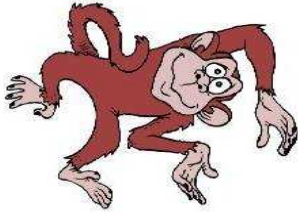
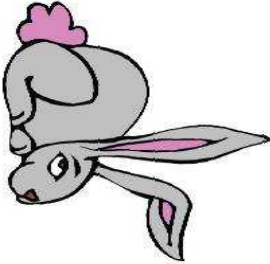

Elephant	Lion
Tiger	Monkey
Rabbit	Hippo
Horse	Lion
Rhinoceros	Polar bear

Lesson Plan Change Of Focus (COF)

Animal picture flashcards

	<p>Fold Here</p> <p>A giraffe has <u>a long neck.</u></p>
	<p>Fold Here</p> <p>An elephant has <u>a big nose.</u></p>
	<p>Fold Here</p> <p>A lion has <u>a mane.</u></p>
	<p>Fold Here</p> <p>A horse has <u>hooves.</u></p> <p>www.HaveFunTeaching.com</p>

Lesson Plan Change Of Focus (COF)

	
<p>Fold Here</p> <p>A tiger has <u>stripes.</u></p>	<p>Fold Here</p> <p>A monkey has <u>a long tail.</u></p>
	
<p>Fold Here</p> <p>A rabbit has <u>big ears.</u></p>	<p>A hippo has <u>a big mouth.</u></p>

Lesson Plan Change Of Focus (COF)



A rhinoceros has
a horn on its nose.



A polar bear has
white fur.