

Lesson Plan Template Change Of Focus (COF)

Topic: “I am buying a shampoo.”

Instructor: Sarah

Level: Intermediate

Students: 4

Length: 30 minutes

Age: 7-8 years

Materials:

Flashcards presenting some actions

Realia related to the shopping items

White board and markers

Students notebook and pencils

Aims:

Students will be able to make connections between “I’m buying” and the name of the item and make the complete sentence “I’m buying a soap (something)”

Language Skills:

Reading: Students will read the sentence “I’m buying a something” on the board.

Listening: Students will listen to the teacher and classmates throughout the lesson.

Speaking: Students will repeat the sentences and also make sentences by themselves.

Writing: Students will write the question “What am I doing?” and the sentence “I am buying a something.” in their notebooks.

Language Systems:

Phonology: N/A

Lexis: items related to shopping (shampoo, toothpaste, soap..)

Function: Asking, answering

Grammar: present simple “What am I doing?” “I am buying + a something”

Discourse: Conversation about shopping

Assumptions:

- All kids get easily distracted and lose concentration after 5 or so minutes.
- All kids are interested in items T brings.
- Most kids will remember the question form “What am I doing?” and actions they already learned.

Anticipated Problems and Solutions:

- If students don’t remember the previously learned question and vocabulary, give a sad/ disappointed facial expression and keep encouraging them with hints.
- If students don’t communicate with each other, gesture as much as possible for them to work together and talk together.
- If students couldn’t connect the two target and couldn’t make the complete sentences, give them some hints with mouthing.

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References: N/A

Review			
Materials: Flashcards			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	Greet students	"Hi everyone!" "How are you?"
3 mins	Whole class	Guessing the flash card with the sentence "I am doing something"	T shows flashcards asking students question "What am I doing?" and students guess the answer. "I am studying." "I am buying something." "I am working."

Introduction of new target			
Materials: Realia			
Time	Set Up	Student Activity	Teacher Talk
3 mins	Whole class	Presenting new word related to shopping	T. (while standing) shows students the realia related shopping so they can all see clearly. The T. looks confused and gives silence in an eliciting attempt, while pointing at situation on the card.

Oral activity			
Materials: Realia			
Time	Set Up	Student Activity	Teacher Talk
2 mins	Whole class (with st-st interaction)	Drill new words related to shopping	T tells students to repeat after T as T say the words (in the order they were first presented). T tells students to stand in a circle via. Instructions and gestures. Say the words and each student says the word to the next student (thus creating st-st interaction).
3 mins	Whole class	T gets students to repeat "It's a <u>shampoo</u> " etc	"It's a <u>shampoo</u> ." T gestures students to repeat as T goes through the card order.

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Practice of new target			
Materials: Realia and Board			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	Teacher instructs students to sit in pairs (at the table or on the floor).	“OK everyone please sit down with your partner” T. gestures pairs. T demonstrates what was done as a class before “what is it?” – “It’s a <u>shampoo</u> .” then encourages pairwork.
3 mins	pairs	Students ask and answer.	T. monitors as students ask and answer each other. (during the time T prepares the board and room for the next activity).

Review			
Materials: Board and Flashcards.			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	T instructs / demonstrates what to be done.	What am I doing? I am <u>studying</u> <u>shopping</u> <u>running</u> What is it? It’s a <u>shampoo</u> . <u>soap</u> . <u>toothpaste</u> .
3 mins	Whole class (with students as teacher)	Run to actions or items	T. points at “What is it?” written on the whiteboard and encourages students to ask the T. in chorus. T. chooses between “I am” or It’s a” and students run to the cards or realia around the room. (T. gestures not to move or pick up the cards). Students run to a action cards or items after the T. says which, 2 or 3 times. Then students take turns to be the teacher.

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Linking new target with old targets			
Materials: Board, flashcards and realia			
Time	Set Up	Student Activity	Teacher Talk
5mins	Whole class	Presenting the connection between the new and old language.	T. holds up the flashcards " <u>I am buying something</u> " and <u>shampoo</u> realia and asks students "What am I doing?" (T. should use gestures and friendly expression to encourage an attempted answer). T. praises / gives positive reinforcement. If students struggle, T goes through changing items with "I am buying" and drilling "I am buying a shampoo."
Review			
Materials: Flashcards and realia			
Time	Set Up	Student Activity	Teacher Talk
2 mins	Whole class	Students slap flashcards on the table.	T. calls out a flashcard or realia (actions or items) and students slap their hand on it.

Linking new target with old targets			
Materials: realia			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	T. instructions/ demonstration	T. gestures pair (new pairs). T gets the students to sit down. T demonstrates with one student (using the realia) "What am I doing?" "I am <u>buying a shampoo</u> ."
3 mins	Pairs	Students ask and answer using adjective + noun.	T monitors and encourages pairwork and corrects sentence structure and pronunciation.

Consolidation of new target through writing			
Materials: board, paper and pencil			
Time	Set Up	Student Activity	Teacher Talk
2 mins	Whole class	T. instructions and gestures.	The T. instructs and gestures students to get their notebooks and pencils out.

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5 mins		Students copy from the board sentences that the T. writes.	T writes questions and sentences already practiced (e.g. "What am I doing?" "I am buying a toothpaste" etc.) and at the same time monitors after each one to encourage students to focus and to check they are writing within the lines as well as their handwriting.
Wrap up/feedback			
Materials: N/A			
Time	Set Up	Student Activity	Teacher Talk
2 mins	Whole class	End on a high and say goodbye.	T. asks "Did you have fun?" T closes the the lesson with goodbye.

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Realia (items) and action flashcard(I'm buying)

