Topic: I can run		

Instructor:	Level:	Students: 4	Length:
Ka Young LEE	Intermediate		40 minutes
	Age: 6-7 years		

Materials:

- White board and markers
- Action verb flashcards(x 2sets): Read, Jump, Write, Ride, Walk, Play, Run, Sleep, Cry, Climb, Laugh, Cook, Drink, Listen, Eat, Throw away, Wait, Dance, Watch TV, Fight, Talk, Fly, Sing
- can/can't cards(x 2sets)
- 'I can run' lyrics on paper
- Worksheet and pencils
- Projector and beam

Aims:

- Student will be able to practice can/can't through connections between previously leant 'action verb'
- Student will be able to read and write sentences using can/can't through constantly drilling, singing and writing sentences.

Language Skills:

Reading: Ss will read flashcards and slides.

Listening: Ss will listen what T and classmates say through the lesson. Speaking: Ss will repeat 'I can _____' and make sentence using can/can't.

Writing: Ss will write sentences through a worksheet.

Language Systems:

Phonology: pronunciation of 'can not' and 'can't'

Lexis: new action verb and expression through song

(Lyrics: I can <u>run/jump/swim/hop/skip</u>. I can <u>run/jump/swim/hop/skip</u>. I can <u>run/jump/swim/hop/skip</u> and run and <u>I'm having lots of fun</u>.

I can run/jump/swim/hop/skip. I can run/jump/swim/hop/skip. Can vou?)

Function: asking, answering

Grammar: modal verb 'can' and 'can't'

Discourse: make sentences using new grammar.

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 song.
- Most kids will remember 'action verb' from previous lesson.

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Anticipated Problems and Solutions:

- If kids don't remember the previously learnt action verb and vocabulary, give a sad/disappointed facial expression and keep encouraging them with hints.
- If kids get distracted faster than usual, make surprised sound 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 speaking 'can't', gives some examples and emphasizes 't'

References:

Can/can't abilities slides. Retrieved from http://www.slideshare.net/fullscreen/btlsvr/can-cant-abilities/1

I can run[song]. Retrieved from http://learnenglishkids.britishcouncil.org/en/songs/i-can-run

'I can' worksheet. Retrieved from http://bogglesworldesl.com/kids_worksheets/can.htm

	Review			
Materia	als: Action	n verb flashcards		
Time	Time Set Up Student Activity Teacher Talk			
1 min	Whole class	Greet Ss.	"Hello, everyone! How are you?"	
3 min		Ss read the words in the cards when T asks questions.	T shows the flash cards. "What does he/she do?" T makes confusing face expression.	

Introduction of new target				
Materia	Materials: can/can't slides			
Time	Time Set Up Student Activity Teacher Talk			

3min	Whole class	Presenting new grammar.	T shows the slides so they can see pictures clearly. T looks confused and gives silence in an eliciting attempt, while pointing pictures at the slides (T shows slides 2-12)
		Oral activ	rity
Materia	als: can/ca	an't slides	
Time	Set Up	Student Activity	Teacher Talk
2 min	Whole	Ss drills new vocabulary with	"Repeat after me"
	class	sentences.	T shows the slides again. T reads each slide one by one. T says the sentence first and Ss will follow(twice).
3 min		Ss will answer	After it is finished, T shows next slides with questions and let Ss answer. If they answer wrong, T makes funny face and gesture. (Slides 13-15) T shows previous slides 1-12 randomly and asks questions to check.

	Practice of new target			
Materia	Materials: Action verb flashcards(x 2 sets), can/can't cards(x 2 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 new activity. Choose 'can' card in right hand and action verb card(run) in left hand and show to Ss. T say and gesture "I can run" then encourage pair work. T gives action verb and can/can't cards to each pair. (e.g. I can jump(with 'can' card and 'jump' card) or I can't ride(with 'can't' card and 'ride' card)	
3min	pairs	One S chooses and shows an action card first and a can/can't card and another S answers and does action. They take turn to show and answer.	T monitors as Ss using cards properly and shows and answer each other. (During the time, T prepares the board and room for the next activity)	

	Review			
Materials: White board, action verb flash cards, can/can't cards				
		Teacher Talk		
Whole class	Ss listen T's instruction and demonstration.	T put an 'can' card on the one side of the board and a 'can't' card on the other side of the board and draw O and X. <on board="" the=""></on>		
		O X		
		-Can you <u>run?</u> <u>walk?</u> <u>write?</u> -Yes, I can No, I can't T picks one S and asks question "Can you run?" while showing an action verb card.		
	If Ss answer "Yes, I can", run to the O. If S answer "No, I can't ", run to the X (Ss should answer first, before run to the board.)	Ss run to the O or X after T says which, 2 or 3 times. Then Ss take turns to be a teacher.(If there is no volunteer, T picks S who asks question)		
	Linking new target with	old targets		
als: Video clip		•		
Set Up Whole class	Student Activity Presenting the connection between the new and old language. Ss learn through a song.	Teacher Talk T plays 'I can run' song. While playing, T gestures just like the song.(T prepares lyrics in advance and put on the board) T reads lyrics with Ss "Repeat, after me" After read, T plays song again and let Ss sing a song.(2~3 times) T praises/gives positive reinforcement If Ss struggle, T reads lyrics with Ss do drilling again <lyrics> I can run. I can run</lyrics>		
	Set Up Whole class als: Video clip Set Up	Set Up Student Activity Whole class S listen T's instruction and demonstration. If Ss answer "Yes, I can", run to the O. If S answer "No, I can't ", run to the X (Ss should answer first, before run to the board.) Linking new target with als: Video clip Set Up Student Activity Whole class Presenting the connection between the new and old language.		

			I can run and run and I'm having lots of fun. I can run. I can run. Can you? I can jump. I can jump I can jump and run and I'm having lots of fun. I can jump. I can jump. Can you? I can swim. I can swim I can swim and run and I'm having lots of fun. I can swim. I can swim. Can you? I can hop. I can hop I can hop and run and I'm having lots of fun. I can hop. I can hop. Can you? I can skip. I can skip I can skip and run and I'm having lots of fun. I can skip. I can skip I can skip. I can skip. Can you?
		Review	
Materia		lash cards, can/can't cards	
Time	Set Up	Student Activity	Teacher Talk
2 min	Whole class	If T holds "can", Ss will	(Put some action verb flash cards on
		answer "Yes, she/he can."	the board) T holds can/can't card
		If T holds "can't", Ss will	and points one card on the board.
		answer "No, she/he can't."	Then ask "Can he/she run?"

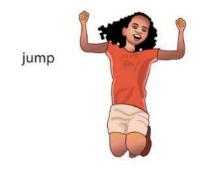
	Linking new target with old targets			
Materia	als: Action verb	flashcards(x 2sets)	-	
Time	Set Up	Student Activity	Teacher Talk	
1 min	Whole class	T instruction and demonstration	T gestures pair(New pairs). T gets Ss to sit down. T demonstrates with one S(Using flash cards) "What can you do?" "(pick one action verb card)I can run."	
3 min		Ss ask and answer using	T monitors and encourages	

"can" or "can't"	pairwork. And correct sentence structure and pronunciation.

		2	Alama v sela v vuittina er	
NA 1 .	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 hands out a worksheet and pencils out.	
5 min		Ss write their worksheets.	T reads sentences already practiced At the same time, monitor and encourage Ss to focus on their writing within the line as well as their handwriting.	
	l	Wrap up/feedba	ack	
Materia	ıls: 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"	

Action Verb flashcards









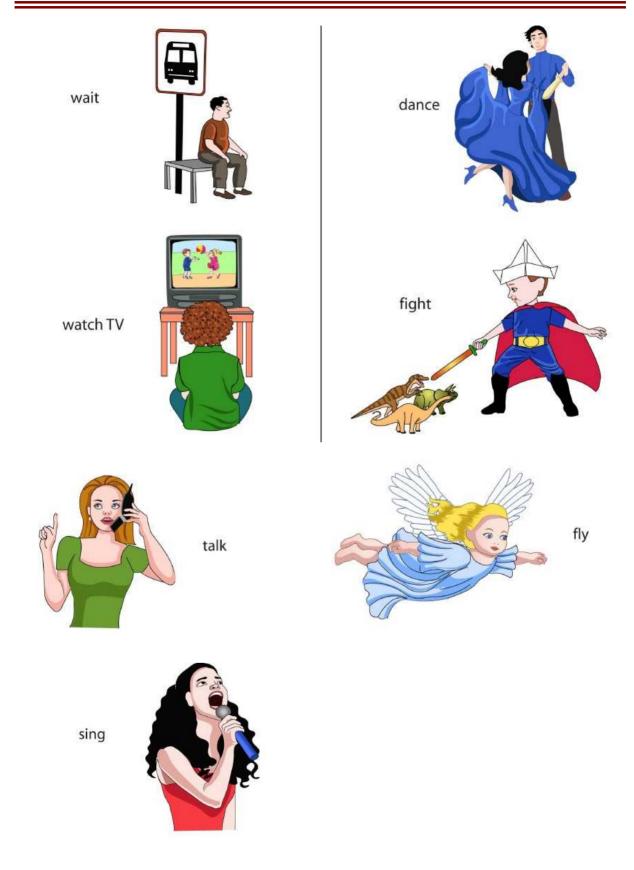












can/can't card





Worksheet

1 Can Sing

