

Lesson Plan Change Of Focus (COF)

Topic: I can run

Instructor:
Ka Young LEE

Level:
Intermediate
Age: 6-7 years

Students: 4

Length:
40 minutes

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 learnt '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 run/jump/swim/hop/skip. I can run/jump/swim/hop/skip.

I can run/jump/swim/hop/skip and run and I'm having lots of fun.

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

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.

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- 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			
Materials: Action verb flashcards			
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			
Materials: can/can't slides			
Time	Set Up	Student Activity	Teacher Talk

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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 activity			
Materials: can/can't slides			
Time	Set Up	Student Activity	Teacher Talk
2 min	Whole class	Ss drills new vocabulary with sentences.	"Repeat after me" 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			
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)

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Review			
Materials: White board, action verb flash cards, can/can't cards			
Time	Set Up	Student Activity	Teacher Talk
1 min	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 the board> <div style="display: flex; justify-content: space-around; align-items: center;"> O X </div>
3 min		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.)	-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. 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			
Materials: Video clip			
Time	Set Up	Student Activity	Teacher Talk
5 min	Whole class	Presenting the connection between the new and old language. Ss learn through a song.	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

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

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

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

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Action Verb flashcards

read



jump



write



ride



walk



play



run



sleep



Lesson Plan Change Of Focus (COF)

cry



climb



laugh



cook



drink



listen



eat



throw away



Lesson Plan Change Of Focus (COF)

wait



dance



watch TV



fight



talk



fly

sing



Lesson Plan Change Of Focus (COF)

can/can't card



Lesson Plan Change Of Focus (COF)

Worksheet

I Can Sing

can can

can can



I can sing.

Please write two sentences for each picture using 'can':



sing

I can sing.



draw

I can draw.



play soccer

I can play soccer.



ride a bike

I can ride a bike.



make an airplane

I can make an airplane.