

## Lesson Plan Template Change Of Focus (COF)

**Topic: “My dad is by the door”**

Instructor: Sarah

Level: Intermediate

Age: 7-8 years

Students: 4

Length: 30 minutes

### **Materials:**

White board and markers

Pictures of Family members (dad, mom, brother, sister, cat, dog)

House miniature (with a door, a window, a roof, two floors)

Cards with “It’s my” and “It’s” on them.

Cards with words on them. (Words: dad, mom, brother, sister, cat, dog, door, window, roof, first floor, second floor)

### **Aims:**

Students will be able to make connections between previously learnt ‘family’ vocabulary and make sentences with preposition + noun such as “Dad is by the door” by drilling, group work and questions and answers and finally writing sentences.

### **Language Skills:**

Reading: Students will read the sentence “It’s preposition noun”

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

Speaking: Students will repeat the sentences and make their own sentences.

Writing: Students will write the answer “It’s preposition noun” on the board.

### **Language Systems:**

Phonology: /u:/ in ‘roof’, ‘floor’ and ‘door’, /r/ and /l/ in ‘floor’, /ð/ in ‘brother’

Lexis: door, window, roof, floor

Function: Asking, answering.

Grammar: preposition “My family is preposition + noun.”

Discourse: Conversation about places.

### **Assumptions:**

-All kids get easily distracted and lose concentration after 5 or so minutes.

-All kids are interested in the house miniature.

-Most kids will answer to the question of family members.

### **Anticipated Problems and Solutions:**

-If students don’t remember the previously learnt question and vocabulary, give them a hint with mouthing.

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-If students struggle to say the correct sentence, point the place or the pictures of family.  
 -If some students don't participate well enough, ask them a question directly to encourage them to talk.

### References:

Family pictures from <http://blog.naver.com/18squirrel/60138640893> and <http://blog.naver.com/joyanimal?Redirect=Log&logNo=220458950571>

Review			
Materials: Pictures of family members			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	Greet students	"Hi everyone! How are you?"
3 mins	Whole class	Find the right name for the pictures.  Reading out loud.	T. hands out the names of family members and Ss stand up and go to attach them to the right pictures on the board. Demonstrate with cat name tag to show how to attach the name on the board.  "Could you read out loud?" "My dad, my mom, my brother, my sister, my cat"

Introduction of new target			
Materials: House miniature			
Time	Set Up	Student Activity	Teacher Talk
3mins	Whole class	Presenting new vocabulary of the places in house.	T. shows the house and point the specific spot and ask S to know what it is. "What's this?" "A door." "A window." "A floor." "A roof."
Oral activity			
Materials: House miniature			
Time	Set Up	Student Activity	Teacher Talk

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1 min	Whole class	Repeat after T	"Repeat after me." "It's by the door." "It's by the window." "It's on the first floor." "It's on the second floor." "It's on the roof."
4mins	Whole class (S-S)	Have Ss to lead the drill.	One student stand in a circle and the other students repeat after him or her. "Repeat after May" May will say the five sentences before. The other students follow. Every student takes turn.

Practice of new target			
Materials: House miniature			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	T instruction	T demonstrates the activity. "One student will come up here and say 'Where is it'." pointing the place. – "So, you are going to say 'It's by the door.'."
3mins	Whole class (S-S)	Students ask and answer.	Ss take turn to ask in a circle. This will go twice.  (Prepare for board work)

Review			
Materials: Whiteboard and markers. Cards with "It's my" or "It's" on it.			
Time	Set Up	Student Activity	Teacher Talk
2mins	Whole class	Ss ask and answer on the board.	Ss read the question on the board. Ss answer with the sentence with blank on the board. T encourages students to read and point the picture or place when they answer.  Who is it? It's my <u>dad</u> .

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3 mins	Whole class	Run to the answer card.	<p>Where is it? It's <u>by the door</u>.</p> <p>Ss go to the card and read it filling the blank. The other students ask question. Who is it? - It's my <u>dad</u>. Where is it? - It's <u>by the door</u>.</p>
<b>Linking new target with old targets</b>			
Materials: Small pictures of family members and house miniature			
Time	Set Up	Student Activity	Teacher Talk
5 mins	Whole class	Presenting the connection between old and new target	<p>T holds up a picture of the family members and asks students "Where is this person?" moving the picture on a place in the house.</p> <p>Ss answer "My dad is by the door." If Ss struggle, teacher helps them to say it.</p> <p>Go through all five sentences. "My dad is by the door." "My mom is by the window." "My brother is on the first floor." "My sister is on the second floor." "My cat is on the roof."</p>
<b>Review</b>			
Materials: Small pictures of family members and house miniature			
Time	Set Up	Student Activity	Teacher Talk
2 mins	Whole class	Ss place the picture	<p>Ss have one picture per each, and T say the sentence and Ss place the picture on the right spot of the house.</p> <p>T "My dad is on the roof" S with picture of dad will place it on the roof of the house.</p>

<b>Linking new target with old targets</b>			
Materials: Small pictures of family members and house miniature			
Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	Instructions / demonstration	<p>T stands in a circle. Place one picture on the house. Ask Ss question "Where is this person?" "My dad is on the first floor."</p>

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3mins		Whole class (S-S)	Ss take turn to take T's place. Ss take one picture to ask. If there is enough time, this goes twice.
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Consolidation of new target through writing			
Materials: Papers with words on it, whiteboard and markers.			
Time	Set Up	Student Activity	Teacher Talk
5mins	Whole class	Improvising – Writing on the board.	Ss pick two pieces of paper on both sides of boxes (family and house) With the two word Ss picked, they write the sentence.  T check the writing, Ss say it out loud together.
Wrap up/feedback			
Materials:			
Time	Set Up	Student Activity	Teacher Talk
2 mins	Whole class	CCQ      Say goodbye.	“My dad <u>are</u> by the door.” “My mom is <u>on</u> the window.” “My cat <u>has</u> on the roof.”  “Is this correct sentence?”  “It’s all for today. Thank you and have a wonderful week!”

## Family



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