Integrated Skill Lesson Plan

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| **Title: What time is it?** |

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| Instructor:  Mi Jang (Mia) | Level: 8~10yrs old  Pre-intermediate | Students:  2 students | Length:  30 minutes |

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| Materials:   * Twelve A4 sheets of paper with a number (1-12) written on each piece * Clock * “What Time Is It?” Song from Youtube, computer, speakers, color papers, fasteners for clock to fasten the arms to the clock, color pens and crayons * Ss’ clocks (the clocks Ss made in task-realization stage) |

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| Aims:   * Students will learn how to tell and ask for the time using “What time is it?”, “please could you tell me the time? and It’s o’clock. * Students will learn the target vocabularies: clock, o’clock, time * Students can review the numbers from 1 to 12. * Students will be able to tell what time they do something in their daily life. |

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| Language Skills:   * Reading: numbers, vocabulary and sentences on the board * Listening: ‘What time is it?’ song, T’s instructions * Speaking: telling and asking for the time with a partner * Writing: making a clock |

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| Language Systems:   * Phonology: ‘What time is it?’ song - pronunciation * Lexis: key vocabularies – time, o’clock, clock * Function: ask what time it is and answer * Grammar: how to make question and answer sentence. What time is it? It is o’clock. * Discourse: conversation - asking ‘what time is it?’ and answering |

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| Assumptions:   * Students learned numbers from 1 to 12 in the previous class. * They are active, not passive. * They like making craft arts. |

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| Anticipated Errors and Solutions:   * Students can’t answer T’s question of “what time do you wake up?”   → Use gestures.   * Students have a hard time making the clock craft.   → T helps S to make it such as cutting the papers together. |

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| References:   * [www.eslkidstuff.com](http://www.eslkidstuff.com) * “What time is it?” song: <https://www.youtube.com/watch?v=hqnc_PcvoB0> |

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| **Pre-Task** | | |
| Materials: Twelve A4 sheets of paper with a number (1-12) written on each piece | | |
| Time | Set Up | Description of activities |
| 5 min | Whole Class | <Greeting>  <Rapport and classroom procedure>  <Warmer>  T: I just put something on the walls. What are they? (Elicit the word: number) We are going to play “Touch the numbers on the wall!” Please stand up, everyone. If I shout “Touch Number 7,” everyone should run and touch that number (say it with action). Watch me playing. (T demonstrating) |

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| **Task-Preparation** | | |
| Materials: Clock in the classroom | | |
| Time | Set Up | Description of activities |
| 3 min  3 min | Whole Class  Whole Class | 1. **Teach the time vocabulary**   (T bringing a clock in the classroom and hold to show it to Ss)  T: What is it? What am I holding now? (Elicit the world: clock)  **(Write the word: Clock on the board)**  (T holding up the clock and setting a time to 10 o’clock).  T: What time is it? (Elicit and teach “It’s 10 o’clock”.)  **(Write the sentences on the board:**  **A: What time is it?**  **B: It’s 10 o’clock.)**  (Move the hand to another time, and ask again.)  T: Please could you tell me the time?  (Go through the hours eliciting the times from the Ss until they get used to it.)   1. **Practice the gestures of time**   T: Please stand up, everyone. I am going to stand right here in front of you.  We are going to practice the gestures of time.  (Point T’s hands at 1 o’clock)  Look How I am doing right now. What time is it?  How about 3 o’clock? Can you show me 3 o’clock?  (Continue all the way round to 12 o’clock.)  Ok, let’s do it with the song then! |

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| **Task-Realization** | | |
| Materials: “What Time Is It?” Song from Youtube, computer, speakers, color papers, fasteners for clock to fasten the arms to the clock, color pens and crayons | | |
| Time | Set Up | Description of activities |
| 5 min  5 min  3 min | Whole Class  Pair work  Individually  Pair work | 1. **Sing the “What Time Is It?” song**   T: Now, let’s do the gestures with the song! Please follow me as you listen!  (Play the song (1:45) and do the gestures)  Very good. Now, please look at each other. I will play the song again. Please do the gestures with your partner now.  (Play the song (1:45))   1. **Make a clock craft**   Good! Now, let’s have a seat.  (Arrange the desks and chairs. Put the clock shape craft sheet on the desks.)  Let’s make a clock now!  Here, I will give you a piece of color paper. You can cut it to clock shape and draw or write the numbers in it.  (T Monitoring and helping Ss while they are working on their clock if they need)   1. **Ask “What Time Is It?” and answer**   Done?  Now, let’s have Chloe set the time and ask Kimmy first, “What time is it?” or “Please could you tell me the time?”  And then, Kimmy answer please.  Now, Kimmy please ask Chloe the time. |

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| **Post-Task** | | |
| Materials: Ss’ clocks (the clocks Ss made in task-realization stage) | | |
| Time | Set Up | Description of activities |
| 5 min  1 min | Whole Class taking turns  Whole class | 1. **Play “What time do you?”**   T: What time do you usually wake up?  (If Ss don’t seem to understand the meaning, use the gesture.)  Would you show me on your clock?  Ok, and would you tell me and other students in the class what time you wake up?  (S: “I wake up at 7 o’clock.”)  What time do you eat breakfast/lunch/dinner?  What time do you go to bed?  What time do you go to school?  What time do you leave school?  What time do you take a shower?  What time do you do homework?  What time do you brush teeth?  What time do you watch TV?  **<Closing>**  Ok, can you tell me what time it is now?  Here is your homework for today!  When you have dinner with you papa and mama tonight, please tell them the time in English! Alright?  **CCQ**  How will you tell the time to your papa and mama?  Bye-bye! See you in next class! |