

Name & Class	Date & Place	Lesson	Plan	Topic	Length	Level
Aileen&Kelly 141WD Class	19/10/2016 room 601	Grammar	PPP	the elephant is bigger than the mouse (comparatives adjectives)	40min	Elementary
Class profile						
Number of students: 10 person		Age: 25+ adult		Nationality: Korean + 1 Philipino		
Motivations: e.g. 1. Demonstrating knowledge and understanding. 3. Developing powers of independent reasoning 4. Writing for oneself and others 5. Preparing for professional practice 6. Social relationships 8. Social welfare 9. Personal advancement 10. Escape/stimulation 11. Cognitive interest						
Individual or class hobbies and interests: current affairs and discussing life style.						
Special considerations: (Refer to individual Learner Differences List): most of them are female, 2person are male. Ss are mature. 1 comes from Philippines, 1 pregnant student						
Main aim (language focus on grammar) 1. Students learn the knowledge of making comparisons between two things.						
Subsidiary aims (language focus / reading skills) 2. Students practice writing skills by filling comparisons according to given pictures. 3. Students practice speaking of comparisons through repeating comparatives adjectives.						
Description of language skills specifically used/practiced: <input type="checkbox"/> Speaking: repeating <input type="checkbox"/> Writing: filling in the worksheets. <input type="checkbox"/> Speaking: Speaking through the board game activity.				Description of language systems specifically used/practiced: <input type="checkbox"/> Discourse: discussing which couple matched to which house <input type="checkbox"/> Function: comparing between two things. <input type="checkbox"/> Grammar: adj + er than <input type="checkbox"/> phonology: repeating the model sentence		
Anticipated difficulties with lesson activities and classroom management: 1. The comparative of two-syllable adjectives ending in –y is formed by adding –ier (e.g. easy-easier) 2. The usage of comparatives is too range. (For example, we often compare things, products, prices, etc.)						
How I can deal with these difficulties: 1. I will teach new structures and exceptions step by step and with many examples and exercises. 2. I can categorize the usage of comparatives and students see more clearly to use which adjective in which comparison.						
Assumptions: (That which provides insight about your choice of material, selection of target language etc.) 1.All Ss understood adjectives according to their knowledge. 2.All Ss have ability to understand when they can use comparative adjectives .						
Material(s) needed: board, boardmarker, PPT(video, pictures), handouts, computer, projector, 3 squares,						
✓ Checklist. Tick those included in this lesson plan (or N/A)						
model sentences for target language	v	concept questions for target language	v	analysis sheet for target language	v	
stages clearly titled and separated	v	purpose of each stage indicated	v	anticipated timing included	v	
interaction pattern marked	v	a board plan (if relevant)	n/a	examples of all tasks used	v	
answer sheet to all exercises	n/a	tape script	n/a	all materials labelled and numbered	v	
Personal aim : What I most hope to demonstrate in this lesson is the ability to give clear instructions to try and reduce T.T.T						

<p>Stage 1: Lead-in</p> <p>The purpose of this stage is to relax both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage should be used to create an appropriate situational context.</p>	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>Before the class, set seating arrangements to 3groups per 3-4person.</p> <p>Greet - “Hello everyone. we are going to learn certain grammar.”</p> <p>Instructions</p> <ul style="list-style-type: none"> - Do you know the fairy tale about the race of a rabbit and a turtle? (yes, no) - Which animal you think is fast? <p>Ss – answer randomly (rabbit, turtle, I don’t know)</p> <p>I’ll show you a real race of these animals, after then, let’s discuss which is faster.</p> <p>Show PPT 1 (video - The real race of a rabbit and a turtle)</p> <p>Instructions</p> <ul style="list-style-type: none"> -Ask “which is faster?” <p>Ss - (actually rabbit is faster, but a turtle win!, we can’t sure)</p> <p>Feedback</p> <ul style="list-style-type: none"> – yes, everyone has different opinions of their speed. thank you for your opinions! 	<p>T</p> <p>T-S</p> <p>T (video)</p> <p>T</p> <p>T-S</p>	<p>30sec</p> <p>30sec</p> <p>40sec</p> <p>30sec</p> <p>30sec</p>	

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

- | <u>Inter
action</u> | <u>Time</u> | <u>Instructor's
comments</u> |
|-------------------------|-------------|----------------------------------|
| T | 30sec | |
| T-S | 30sec | |
| T
(video) | 40sec | |
| T | 30sec | |
| T-S | 30sec | |
| | | |

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

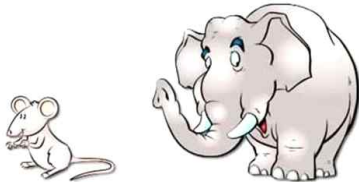
<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

- | <u>Inter
action</u> | <u>Time</u> | <u>Instructor's
comments</u> |
|-------------------------|-------------|----------------------------------|
| T | 30sec | |
| T-S | 30sec | |
| T
(video) | 40sec | |
| T | 30sec | |
| T-S | 30sec | |
| | | |

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
T	30sec	
T-S	30sec	
T (video)	40sec	
T	30sec	
T-S	30sec	

- | <u>Inter
action</u> | <u>Time</u> | <u>Instructor's
comments</u> |
|-------------------------|-------------|----------------------------------|
| T | 30sec | |
| T-S | 30sec | |
| T
(video) | 40sec | |
| T | 30sec | |
| T-S | 30sec | |
| | | |

<p align="center">Stage 2: Presentation</p> <p>The purpose of this stage is to teach the target language inductively, referring to the situational context from the lead-in. Meaning, form and pronunciation should be covered with appropriate methods such as a model sentence, CCQs, timelines, substitution tables and indication of phonology etc.</p>	<p align="center"><u>Inter action</u></p>	<p align="center"><u>Time</u></p>	<p align="center"><u>Instructor's comments</u></p>
<p>Show PPT 2 (Picture of an elephant and a mouse) ----- situational context. Instructions (Model sentence: the elephant is bigger than the mouse.)</p> <p>1) Look at this picture. what is these? (an elephant, a mouse) 2) Are their sizes same? (no) 3) Which animal looks big? (elephant) 4) Which animal looks small? (mouse)</p> <p>In this situation, we say 'the elephant is bigger than the mouse' what's the sentence?</p> <p>Ss – repeat 'the elephant is bigger than the mouse'</p> <p>T – yes, when we compare more than two things about size, speed, appearance, features and etc. we use comparatives adjectives.</p> <p>Form: A is adjective + -er than B. (writing on the board) Pronunciations practice.</p> <div data-bbox="181 916 539 1098">  </div> <p>Pronunciation: /ðə/ /ði : 'elɪfənt ɪz bɪɡə ɒæn ði : maʊs/</p> <p>Instructions: 1) Listen and repeat. Say the sentence one at a time, nominating choral and individual drilling.</p> <p>Ss – repeat 'the elephant is bigger than the mouse'</p>	<p align="center">T</p> <p align="center">T-S</p> <p align="center">T</p> <p align="center">S</p>	<p align="center">30 sec</p> <p align="center">1min</p> <p align="center">1min</p> <p align="center">30 sec</p>	

Show PPT 3 (starbucks coffee image)-----Dialog. (eliciting and guided discovery)
 - Let's see another example, In the cafe. you can compare their size, determining which is bigger.

<situational context> ---- In starbucks

Dialogue

A: Can I take your order?
 B: I want an Americano.
 A: Which size do you want?
 this is **bigger than** this.
 B: I want bigger coffee.
 A: This is **hotter than** this.
 B: I want hotter coffee.

- When we order coffee, how can we tell the size? (big size, small size..)
- Yes, this is bigger than short size coffee.

Show PPT 4-5 (comparative adjectives image)

Instructions

- 1) Look at the pictures, and speak what comparative adjective is proper.

Ss Speak

T

1min

S

30
sec

T-S

1min

Stage 3: Controlled Practice

The purpose of this stage is to allow the students to accurately practice working with the target language by doing easy, or controlled tasks. This helps build confidence before trying something more challenging. Students should apply the rules that were presented in a meaningful way whenever possible. Peer-checking before feedback is important in these practice stages.

Inter
action

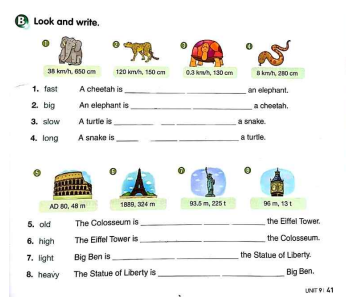
Time

Instructor's
comments

Give worksheets 1 for each.

Instructions:

- 1) Read and answer the worksheet individually.
- 2) then, Check the answer with your partner.



Ss read the worksheet once individually. **Monitor closely for correct phonology and accuracy**
Pair checking

Feedback: Nominate a student(s) who really did well.

Error correct by nominating weak students, using stronger students are as a model.

Refer to board as needed.

CCQs to establish meaning.

- 1) Do we use comparatives when we compare 3 things? (yes)
- 2) Do this comparatives only used in comparing size? (No)
- 3) When we can use comparison? (when we compare size, speed, appearance,...etc.)

S

2min

T-S

1min

Stage 4: Less controlled practice

The purpose of this stage is to allow students to practice the target language more thoughtfully, in terms of either structure manipulation, meaning, function or other aspects of language. Accuracy is checked before moving to the next stage.

Inter
action

Time

Instructor's
comments

Instruction:

- " Okay, you'll practice to make comparison sentence in this time."

-Explain how to do activity.(Show them the cards)

"One student draws a card and makes two comparative sentences using the two nouns and adjective on the card. "

For example: My legs/ Your legs (short)

Student sentence: My legs are shorter than your legs.

Your legs are shorter than my legs.

"The other students in the group judge whether the sentence used the correct comparative form and decides if it is logical/correct."

"Take turns in pairs choosing cards and making sentences until you finish all the cards or time is up."

(Make comparison sentence using the opposite adjective on the card if time is enough.)

I.C.Q

- "Are you clear with what you are doing?"

- Set the time "you have 5 min."

-Hand out comparison card set. #2

- "Start the activity."

Practice

(Teacher monitors discreetly students, if they ask some questions, answer. Give time warning.)

- Finish the activity.

- "Okay, you guys good job !"

- "Let's share your sentences.(nominate and check students did correctly. If they make mistakes, fix it immediately.)

#2			
my legs		your hair	
	(short)		(long)
your legs		my hair	
a skyscraper		my eyes	
	(tall)		(dark)
a gas station		my teacher's eyes	
a giraffe's neck		a chocolate bar	
	(long)		(sweet)
an elephant's neck		an apple	
a tree		our grammar book	
	(thin)		(thick)
a stick		our writing book	
a mouse		a turtle	
	(small)		(slow)
an elephant		a rabbit	
winter		a cat	
	(cold)		(cute)
summer		a dog	
a motorcycle		man	
	(fast)		(strong)
a bicycle		woman	
the weather here		my friend	
	(warm)		(smart)
the weather in my hometown		your friend	

T

1min
30
sec

S-S

5min

T-S

30
sec

Stage 5: Freer Practice

The purpose of this stage is to allow student to practice using the target language productively in an authentic way. The focus is to encourage fluency, not accuracy, therefore errors should be monitored and only addressed if necessary. Correction should be given during the next stage.

Inter
action

Time

Instructor's
comments

Instruction:

- "Now, we will do another activity, Comparative Board Game." (Show them #3.)
- Work in group of 3~4.
- "First, decide order. Roll the dice in turn. Make comparison sentence using the comparatives in the boxes."
- Peer check.
- "If you didn't make the sentence, there would be no opportunity to roll the dice for the next time."
- "If you arrive arrow or directives, follow the instruction."
- "The first people arrive in the end wins."
- "If time's up, finish the game."

I.C.Q

- "Are you clear with what you are doing?"
- Check the rules of game.
- Set the time "You have 10 min."

- Distribute the handouts.#3

- Start the activity.

- Monitor the students.

- Finish the activity.

- Give feedback.

Start	Bigger than..	Faster than..	*Go back 1*	Slower than..
	Longer than..	Older than..		Newer than..
				Deeper than..
Thicker than..	Thinner than..	Larger than..	Cheaper than..	
Nearer than..				
Lighter than..		Harder than..	Darker than..	Sicker than..
Kinder		Warmer		Sadder

COMPARE TWO THINGS:

Make a sentence about two things or people using the comparatives in the boxes.

Example: taller than..

My mother is taller than my father.

Poorer than..	Sweeter than..	Fewer than..	Wetter than..	Smarter than..	Dumber than..	Stronger than..	Weaker than..	Fatter than..	Younger than..
Wiser than..									
Cleaner than..									
Go Ahead 2									
Go Back 1	Hotter than..	Colder than..	Lower than..	Higher than..					
Slimmer than..									
Taller		Cooler	↑	Lower					
Safer than..									

T-S

1min

S-S

10 min

T-S

30sec

<p style="text-align: center;"><u>Stage 6: Wrap-up</u></p> <p>The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students' participation. Review the main points briefly, either deductively or inductively, or perhaps during error correction. Classroom management should be considered, such as collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.</p>	<p style="text-align: center;"><u>Inter action</u></p>	<p style="text-align: center;"><u>Time</u></p>	<p style="text-align: center;"><u>Instructor's comments</u></p>
<p>Wrap-up :</p> <p>-General feedback and summary</p> <p>- "Everybody, let's think about what you have learned today." " Would you tell what you have learned?"</p> <p>-Get the answers. (Ask to students in class. If there is no one to answer it, nominate some of students and let them answer.)</p> <p>-Write them on the board :</p> <p style="text-align: center;">The form. A is adjective + -er than B.</p> <p>- "Well done, everyone. Did you enjoy the class?"</p> <p>Closing:</p> <p>- Notice the next class.</p> <p>- "Okay, we'll learn about the comparative of two-syllable adjective and three-syllable adjectives."</p> <p>- "See you next class."</p>	<p>T-S</p>	<p>1min 30 sec</p>	

Instructor's Final Comments

Overall strengths of this lesson (planning and teaching)

Areas to work on

Overall comment

For this stage of the course, your lesson today was

- ☐ Above standard
- ☐ To standard
- ☐ Below Standard

Instructor: **Date:**/...../..... **Student/s:**
.....

Language Analysis Sheet – Grammar

Item: The elephant is bigger than the mouse.	Anticipated Problems	Possible solutions
Meaning: the act of comparing two or more people or things the act of comparing two or more people or things 4. big: large in size or amount 5. the act of comparing with the elephant and the mouse	Meaning: SS may be unfamiliar with some adjectives.	Teach some adjectives before starting the class.
Form: Subject + be verb + adjective(er) + than Adjective(er): taller; smaller; faster.	Word order: e.g. The elephant is than bigger the mouse. May be due to confusion in mistakenly expressing ability to use comparative word order. Word form: e.g. fater, sader. Don't know how to form the rules of 1 syllable comparative words.	Exercise comparative word order. e.g. The elephant bigger is than the mouse. Practice the formation rules of 1 syllable comparative words. e.g. fatter, sadder.
Pronunciation: /ðə/ /ði: 'ɛlɪfənt ɪz bɪgə ɒæn ði: maʊs/ <i>① One or more forum threads is an exact match of your searched term. Click here.</i>	6. Pronunciation of consonant + -er 7. Double consonant + /ər/	8. Board and highlight pronunciation. 9. Drill chorally and individually