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| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **Topic: I can… . I can’t…. .** |

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| Instructor:  Julie | Level:  high beginner  (7 years old pre school kids) | Students:  3 | Length:  40min. |

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| Materials:  ● review flash cards  ● Short video clip about ‘Can/Can’t’ from Youtube.  ● PPT (can/ can’t)  ● Substitution table (on the whiteboard)  ● 3 copies of the practice worksheets.(#1~#3)  ● board game  ● computer, whiteboard, board markers.  ● ‘Yes,I can’ song from Youtube.(sos plan) |

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| Aims:  ● Ss will predict the meaning of ‘can/ can’t’ by watching and listening to the short video clip.  ● Ss will know the form of ‘can/ can’t’ by teacher’s explanation and substitution table.  ● Ss will practice ‘can/can’t’ by drilling, doing the worksheets and playing a board game.  ● Ss will speaking and listening abilities by asking and answering what their partner can do and can’t do. |

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| Language Skills:  ● Reading: reading worksheets to answer questions.  ● Listening: listening to the video, teacher’s instructions, explanation, and answers from classmates.  ● Speaking : drilling, practice activities, and asking partner.  ● writing : worksheet answers |

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| Language Systems:  ● Phonology : drilling  ● Grammar : use of can/can’t ( “I can…, I can’t ….”)  ● Function : playing a board game, ask and answer with their partner. |

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| Assumptions:  ● Ss already know pronoun, basic nouns, verbs, and phrases.  ● Ss are interested in Disney animations and a board game. |

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| Anticipated Errors and Solutions:  ● Ss may have difficulty in understanding the meaning  ---> Teacher provides more examples and uses body motions.  ● If Ss need more time to finish their activities  ---> Be flexible with the time as giving student more time to finish their activity and cut off the time of post activity.  ● If Ss confuse to make sentences when they play a board game  ---> Help them how to make the sentences looking at the small card and encourage them to talk each other. |

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| References:  ● short video clip <https://youtu.be/9UFo7OwbQKc>  ● Worksheets- grammar Juice 2 for kids p86-87  ● Pictures for PPT from Google searching.  ● A board game from [https://m.cafe.naver.com/ArticleRead.nhn?clubid=18400206&articleid=11845&query=보드게임](https://m.cafe.naver.com/ArticleRead.nhn?clubid=18400206&articleid=11845&query=%EB%B3%B4%EB%93%9C%EA%B2%8C%EC%9E%84)  ●‘Yes,I can’. animal song for sos plan from [https://youtu.be/.-lr0Mc6Qilo](http://youtu.be/-lr0Mc6Qilo) |

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| **Lead-In** | | | |
| Materials: computer(short disney video clip about can/can’t )  review cards | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1  2  4 | whole class | Ss answer the questions looking at the pictures.  “I can . | procedure:  Hello, everyone.  How are you today?  Review  Do you remember what we learned last time? We learned  “What can you do?” “I can .  (write on the board.)  Let’s review one more.  Look at this picture. “What can you do?”  Contextualization  very good!  So, when we are good at something, we use ‘can’.  CCQ) (showing the swimming picture)  Is anybody good at swimming?  Who is good at swimming?  Is there anyone who is not good at swimming?  Who is not good at swimming?  Guided Warmer Activity  I’m going to show you short disney video clip about those things.  Try to remember what happened to them.  (Play video and let Ss watch.) |

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| **Present** | | | |
| Materials: PPT  Substitution table(on the whiteboard)  White board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1  2  7 | whole class  whole class | (Ss answer vary.)  Ss: Yes!!  Ss: No!  (Ss try to answer me.)  (Ss listen to me and then repeat after me.) | procedure:  I. recall.  CCQ)  Did you enjoy the movie and song?  What did you enjoy most?  What do you remember the most?  II. reflect.  Great job!  Do you remember Goofy at the beginning of this video clip?  Is Goofy good at playing the guitar?  (Write on the board ‘ Goofy can play the guitar’.)  And do you remember Olaf?  Is Olaf good at dancing?  No, Olaf is not good at dancing.  Olaf was broken when he danced.  (Write on the board ‘Olaf can’t dance’.)    III.conclude.  Meaning  Ok, today we’re going to learn about ‘can’ and ‘can’t’.  If we’re good at something, we use ‘can’.  If we’re NOT good at something, we use ‘can’t’.  Form  I’m going to show you some pictures on PPT.  Let’s look at this and think about it.  (Showing them pictures through PPT.)    CCQ)  What can she do?  What about him?  What do you think of this picture?  (Listening to Ss’ answers, make substitution table on the board.)  Drilling  <simple repetition drill>  (showing Ss the substitution table)  Ok, listen to what I say, and don’t repeat now! Just listen!  Now, listen and repeat after me!  (Point to the substitution table while reading and whole class repeat.)  Ok, now I’ll pick some students to repeat individually.  (point to the substitution table and pick students.)  Wow, well done. great! |

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| **Practice** | | | |
| Materials:  Worksheets #1, #2.  A board game | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5  11  6 | individually  whole class  in pairs | Ss do their worksheets.  (Ss enjoy a board game.)  (Ss ask and answer with their partner.)  Mia: He can .  He can’t . | Controlled practice 1.  Instruction)  (Worksheets #1)  We’re going to do these worksheets number A and B.  Take a look at A and B, let’s fill in the blanks using can or can’t.  You have 3 minutes.  CCQ)  What do you do?  Do you read alone?  (Walk around the classroom and help Ss in need.)  Time’s up.  (Check answers together.)  Controlled practice 2.  Instruction)  Now, let’s play a board game using what we’ve learned today.  Demonstration)  I’ll show you how to play this game.  You can choose one counter of them.  Let’s start here. This is your home.  The student who gets to school first is the winner.  First, spin this clip and turn over one card and make a sentence.  And you’ll go forward by the number of the clip.  Be careful! There are some traps!  Let’s get started.  I wonder who gets to school first?  I’ll give you about 10 minutes.  CCQ)  Do you spin the clip?  How many steps can you go?  Can you make a sentence using the card?  Who came closest to the school?  Less-Controlled practice  Instruction)  (worksheet #2)  Now let’s ask your partner what he/she can do, and what he/she can NOT do.  Write down each 2-3 things on the worksheet #2.  You have 3 minutes.  CCQ)  What do you do?  Do you work in pairs?  Do you ask your partner?  Time’s up.  Please tell me what your partner can do and can NOT do.  Mia, what can he do?  and what can’t he do? |

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| **Production** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 |  |  | Wrap up  Did you have fun today?  I hope you enjoyed today’s lesson.  Have a lovely day and see you next time!  Bye, bye! |

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| **SOS Activity (in case you finish more quickly than you thought)** | | | |
| Materials:  ‘Yes, I can’. animal song from YouTube.  Or worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3:30  3 | whole class | Ss watch the song and enjoy it. | I prepared two extra materials.  What do you want to do?  Do you want to do worksheet or do you want to watch the other video clip?  1.(If they choose video clip,)  OK, we’re going to watch one more video clip about what we’ve learned today.  Think about what they can do and can’t do.  Let’s listen and enjoy this song.  2.(If they choose a worksheet,)  OK, look at the workrsheet #3.  In number C, unscramble the sentences.  And look at number D, write the sentences using can or can’t. |









