**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seul Ki Hailey Park | 194th | 04/06/2019 | Grammar | PPP | 30 min |

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| **Lesson** | |
| **Topic** | What did I do in the morning? |
| **Main Aim** | Students will learn present simple tense. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| PPT, monitor, worksheet, board, color board markers (black, red, blue, green) |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 years old | | **Number of Students** | 3 |
| **Detail** | | Students are all native Korean. All girls  They can communicate each other using simple sentences.  They already learn present simple for facts and general truths. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students already know present simple tense for facts and general truths. * This is second lesson about present simple. * Students know how to make the negative form using ‘not’. * Students know how to make the question form using ‘be, and do’. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** ‘I get up early every day’ Students may think it is talking about habits and routines. Make a clear visual context and C.C.Q. 2. **Form:** Students may confuse how to use the third person singular. e.g. ‘she gets up early every day, she doesn’t get up early every day.’ 3. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words sound stressed?” Board the stress markers in red. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| Print pictures for back up in case that a computer or a monitor doesn’t work. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability   * to present the target language using a situational presentation. * to be an involver type teacher. * to remember what they’ve learned * to make grammar lesson fun | | | | | |
| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language. | | | | | |
| **Materials:** PPT, monitor, board, color board marker (black) | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min | T-S | | **Draw, mime, show a picture etc. to create a clear and understandable situation. Try elicit the model sentence by referring to the situation.**  **[Greeting/Eliciting]**  Hello, everyone! How are you? (good)  (Show PPT first page)  What did I do in the morning? (Gesture.)  I have some pictures.  Look at pictures and tell me as you see it.  (Show PPT second page)  Ss say (get up).  (Show PPT third page)  Ss say (6 o’clock). Is it late for getting up? (no, early)  (Show PPT fourth page)  Look at red checking. (Gesture.) What does it mean?  Ss say (every day).  Good job, well done. Can you mix and make one sentence?  Ss say (I get up early every day.)  (If students are unable to say the correct sentence, just say and board it.)  **Board the model sentence**  **I get up early every day.** | | |
| **Stage Name:** Presentation  **Purpose of this stage:** Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. | | | | | |
| **Materials:** board, color markers (black, green, red, blue) | | | | | |
| **Timings**  **(8 min)** | **Interactions** | | **Procedure** | | |
| 2 min  4 min  2 min | T  T-S  T-S  T-S | | **A teacher say the model sentence on the board.**  **I get up early every day.**  Let’s complete this timeline together. (Draw timeline.)  Answer the question. I will mark X on the line.  **CCQ (Concept Checking Questions)**  **Ask questions, and use time lines or scales where appropriate.**  1. Do I get up early today? (yes) Mark X on the line.  2. What about two weeks ago, did I get up late? (no) Mark X on the line.  3. Will I get up tomorrow early or late? (early) Mark X on the line.  4. Do I repeat it every day? (yes) Mark - on the line.  You use present simple when you talk about routines or habits.  .  **Form**  **Clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.**  Let’s see how to use this tense in a sentence form.  Look at this. What is the verb here? (Point the sentence.)  Ss say (get).  (T underlines the verb of the model sentence with black color marker.   * I get up early every day)   What is subject?  (T writes subject and verb above the model sentence with green color marker.  S V   * I get up early every day.)   This is the positive form. (Point the sentence ‘I get up early every day.’)  1. When you use ‘she’, what do you need to put on the verb?  Ss: Put ‘s’.  (T say and ss repeat.) Repeat after me. She gets up early every day.  2. How can you make the negative form? (Point the sentence.)  Ss: Put ‘don’t’.  (T writes and says, ss repeat.) I don’t get up early every day.  3. How about using ‘she’? (If they don’t know.) Do you still use don’t?  Ss: No. put ‘doesn’t’.  (T says and ss repeat.) She doesn’t get up early every day.  4. How can you make the question form?  Ss: Do you get up early every day?  (T writes and says, ss repeat.) Do you get up early every day?  (*If ss can’t make the expected answer, use the follow up questions.)* What do you need to put here? (Underline in front of I)  Ss: Put ‘Do’. In front of the I.  (T say, ss repeat.) Do I get up early every day.  Am I asking myself? What do I need to use here? (Pointing ‘I’)  Ss: ‘You’.  (T write and say, ss repeat.) Do you get up early every day?  5. How about using ‘she’ here? (If they don’t know.) Do you still use ‘do’? (Pointing ‘you’.)  Ss: No, use ‘does’.  (T say and ss repeat.) Does she get up early ever day?  Alright. Good job.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  | **Subject** | **Verb** | |  | | **Positive** |  | I / You / We / They |  | get | up early every day | |  | He / She |  | gets | up early every day | | **Negative** |  | I / You / We / They | **don’t** | get | up early every day | |  | He / She | **doesn’t** | get | up early every day | | **Question** | **Do** | I / you / we / they |  | get | up early every day | | **Does** | he / she |  | get | up early every day |   **Drill – drill the spoken form, focusing on contractions, stress and intonation.**  Use color board markers.  (Black : model sentence / Red : stress / Blue : pronunciation features, intonation)  1. (Say and gesture.) Listen and repeat. I get up early every day. (getting more fast.)  (Ss say the sentence chorally 3 times and individually.)  2. Drill with energy and enthusiasm, using natural intonation and stress.  3. Make special pronunciation features visible on the board, using color.  Where do we put the stress in the sentence?  (Ss answer and t mark the stress on the model sentence with red marker.)  Which words sound stressed?  0 O  I get up early every day.  How about the intonation?  (T mark the intonation with an arrow with blue marker.)  I get up early every day. | | |
| **Stage Name:** Controlled Practice  **Purpose of this stage:** students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked. | | | | | |
| **Materials:** worksheet | | | | | |
| **Timings**  **(5 min 30 sec)** | **Interactions** | | **Procedure** | | |
| 30 sec  3 min  1 min  1 min | T  S  S – S  T - S | | **Instructions.**  Now, we are going to do activity.  This is your worksheet.  Frist, complete the sentences with the given words in the simple present. (Point.)  For example, blank school uniforms at school.  You have we and wear. Fill in the blank. (We wear.)  Make sure capital and small letter.  Second, complete the negative sentences. (Point.)  Third, complete the question’s sentences. (Point.)  Just do the front page.  **ICQ.**  1. What do you care about writing your sentences? (Capital and small letter.)  2. Can you turn back page? (No.)  You can start now.  **Hand out.**  **Students do a worksheet.**  **Pair check.**  When you are done, pair check with your classmate.  You have 1 minute.  **Feedback to check accuracy. Board correct answers visually.**  Ask each student answer each number. | | |
| **Stage Name:** Less Controlled Practice  **Purpose of this stage:** students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. | | | | | |
| **Materials:** worksheet | | | | | |
| **Timings**  **(5 min 30 sec)** | **Interactions** | | **Procedure** | | |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T | | **Instructions.**  Second activity is ‘Questions about your daily routine.’ (Point the exercise B.)  Write short answers to the questions. Using ONLY the simple present tense.  For example, what is the first thing you do after you wake up?  I brush my teeth.  This is an individual work. You have 3 min. (Gesture.)  **ICQ.**  1. What tense should you use only? (Simple present.)  2. Do you work together? (No, it’s an individual work.)  If you turn your worksheet back, you can see.  You can start now.  **Students do a worksheet.**  **Pair check.**  When you are done, pair check with your classmate.  You have 1 minute.  **Feedback to check accuracy. Board correct answers visually.**  Ask each student answer each number. | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** PPT, monitor | | | | | |
| **Timings**  **(7 min 30 sec)** | **Interactions** | | **Procedure** | | |
| 2 min  30 sec  5 min | T  S-S | | **Instructions.**  We will watch a video.  (Show PPT fifth page and show a video.)  <https://www.youtube.com/watch?v=k0FHGnc6iHg>  Now, it’s your turn. Talk to your classmate about your daily routine on Wednesdays.  You have 5 min.  **Students do a productive task which requires natural communication.**  T monitors and listens to their discussion. Note down sentences that students mispronounce or wrong grammar to correct later. | | |
| **Stage Name:** Wrap-up  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | | | | |
| **Materials:** List all materials that will be needed in this stage. | | | | | |
| **Timings**  **(1 min 20 sec)** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  10 sec | T-S  T  T | | **Offer delayed corrections to the previous stage.**  Look at the board. Here are some sentences I heard from you.  Tell me how to correct them.  Ss say some mistakes and correct them  **Set homework.**  As your homework, write your diary today on your notebook.  You will share your diary tomorrow.  **Inform students about the topic for the next lesson.**  You use present simple when you talk about routines or habits.  Next lesson, when you talk to refer to the future, you use present simple.  Thank you for your participation today.  See you tomorrow. | | |

**Instructor’s Comments and Assessment**

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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |