

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Suzy Lee`	TESOL	6/24/2020	Grammar	PPP	25 min

Lesson	
Topic	It (will probably/ might/ will/ won't) rain. (Use weather Casting).
Main Aim	Students will learn how to predict with different possibilities.
Secondary Aim	Students will practice their speaking fluency with using possibilities.

Materials and References
Board, colored markers, worksheets.

Student Profile			
Level	Lower Intermediate		
Age	10 years old	Number of Students	6
Detail	Students' first language is Korean and they have a little experience of learning English. Everybody is very much motivated to learn English.		

Assumptions about students' knowledge as required for this lesson:

- Students know the vocabulary used in this lesson.
- Students have had grammar lessons before.
- Students know how to predict in a way or two.

What language difficulties to expect when presenting, and how to deal with it:

1. **Meaning:** Students who do not have a good English background would think that this is a past or present tense lesson. Make a clear visual context and C.C.Q.
2. **Form:** Tell the students that this is always going to be a prediction and compare with any past or present tense to show them and make them understand how this is a future tense.
3. **Pronunciation:** Students might not know where the stress is in a sentence. I would do a drill for each word chorally and then individually. Ask the student where the stress is and write it on the board so everybody could see it and do this drill correctly.

Anticipated Classroom Management Difficulties and their Solutions:

A lot of students will get tired and bored when they learn grammar. This is a very short 25 minute lesson for both of the teacher and students. I will try to do less teacher talking and let them do a lot of student-student talking. A lot of worksheets would also make less anxiety for a lot of us.

My Personal Aim

What I hope most to demonstrate in this lesson is the ability to become an involver teacher. I also want to present the things that I planned in a good manner.

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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
5 min	T-S	"Hello everybody. Please look at the board." Draw a rainy day with each 100%, 80%, 50%, and 0% on top of it. "What do you see on the board? What do you see in this drawing?" (If students do not get the answer, write 'weather casting' on top of it)".
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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min	T	On the board, I will draw a weather casting. I will draw a rainy weather with an umbrella with each 0%-100%, (if students are unable to tell me, I will just board it). CCQ 1. Is it going to rain? (Yes) 2. (Point to the drawing that has 'will' on top of it.) Is it going to rain a lot? (YES) 3. Is it raining now? (No) Form This sentence is talking about the future. Which word tells us this is about the future? (Possibilities) Can we say it used to rain? (No). Can we say it is raining now? (No) Drill Write down the sentence. (It will probably rain.) 1. Which word is stressed? (probably) 2. Which word is not stressed? (It, rain) Listen and repeat 3 times. [will Probably]. Count with finger 3 times. Nominate for individual drilling. Listen and repeat 3 times. [Won't]. Count with finger 3 times. Nominate for individual drilling. Listen and repeat 3 times. [Might]. Count with finger 3 times. Nominate for individual drilling. Listen and repeat 3 times. [Will]. Count with finger 3 times. Nominate for individual drilling.
2min	T-S	
2 min	T-S	
2min	T-S	

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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
	T	Instructions. This is a worksheet with different possibilities. Please do this by yourself. ICQ. > What is this? (a worksheet) Are you doing this alone? (Yes) Please Begin! Students do a worksheet independently. Pair check. Feedbacks, since this is an accuracy focused stage, make corrections if something is wrong.
	S	
	S – S	
	T - S	
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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30sec	T	This is a worksheet where you need to find 4 things from the picture. Students do the worksheet independently. Pair check Feedback for accuracy.
3min	S	
1min	S-S	
2min	T-S	
Stage Name: Production – Freer Practice		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30 sec	T	Instructions. (Visual.) What if you found someone's wallet on the street? What would you do? Talk to your partners using the possibilities in your sentences. You have 5 minutes! Student will talk to each other with using the target words naturally.
5 min	S-S	

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	Interactions	Procedure
1 min	T – S	Offer delayed corrections to the previous stage. <ul style="list-style-type: none">• “Look at the board. Here are some sentences I heard from your discussion. Tell me how to correct them.”
10 sec	T	For homework, please review the worksheets that we’ve gone over for this lesson.
5 sec	T	For next lesson, we are going to learn about present perfect tense. Thank you joining my class! See you tomorrow!

Instructor's Comments and Assessment

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