**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Ceci | 221WD | 6/2/2021 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | weather |
| **Main Aim** | Students will learn the zero conditional. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **Worksheets; board; markers; board plan** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 6-12 years old | | **Number of Students** | 5 |
| **Detail** | | Class has 5 shy well behaved children who learn very quickly. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson. * Students have learned about present simple in last lesson. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** If ice cream gets warm, it melts. Students might not understand it is a statement that is always true so I will help them to know its is a true statement. 2. **Form:** Students may not know how to rearrange sentence without changing the meaning. 3. **Pronunciation:** students may have a hard time pronouncing the words gets and melts they might separate the s sound from the word. While drilling I will focus on those words to make sure the s is properly pronounced. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about the zero conditional is too much for students to handle in a short 25-minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only a few new concepts about the zero conditional. The remaining new language points can be presented in the next lesson. | | | | | |
| **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 * better use of time management and monitor fully | | | | | |
| **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:** board; markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1min&45sec | T-S | | **Draw to create a clear and understandable situation related to your target language. Try elicit the model sentence (a sentence that contains the target language) by referring to the situation.**  -Everyone, look here at the board and call out freely what you see.  -What is happening to the ice cream?  -Yes, we can say **If ice cream gets warm, it melts.**  **Board plan: draw**  **Ice cream + Sun =** Melting Ice Cream Icons - Download Free Vector Icons | Noun Project | | |
| **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** | | |
| 30sec  3 min  2min | T  T-S    T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  **Or we can say:**  **If ice cream gets warm, it melts.**  **CCQ –**   1. Does ice cream melt in the freezer? (no) 2. Then does ice cream melt in cold weather or warm weather? (warm) 3. Do you think this sentence always true? (yes)   **Form-**  **If/when +present simple, +present simple. This makes a zero-conditional sentence.**   |  |  |  |  | | --- | --- | --- | --- | | If | x | Ice cream gets warm | It melts | | It melts | If | ice cream gets warm | x | | when | x | ice cream gets warm | It melts | | It melts | when | ice cream gets warm | x |   If switched, does it still have the same meaning? (yes)  We also can use when instead of if for a zero conditional sentence can anyone makes a sentence with when? (Call on student if no one raise hand)  If switched, does it still have the same meaning? (yes)  **\*The result can be in the beginning or end of the sentence never in the middle\***  **Drill-**look at me not the board   1. Repeat after me 3 times**: If ice cream gets warm, it melts.**   (Use gesture for individual pronunciation)   1. Again repeat 3 times: **When ice cream gets warm, it melts.**   (Use gesture for individual pronunciation) | | |
| **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 exercise A; board; markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  2min  1min  2min | T  S  S – S  T - S | | **Instructions-I’m going to give you a worksheet. Only do exercise A. You will be working alone to fix the sentences. You may start once I give you the worksheet. You will have 2 mins.**  **(Use the worksheet as a visual while giving instructions)**  **ICQ-**   1. **Will you work on exercise A of the worksheet? (Yes)** 2. **Will you work with a partner or alone? (alone)** 3. **When can you start? (Right away)**   **Hand out worksheet and begin**  **Students work on the worksheet alone/monitor for help if needed.**  **Pair check.**  **Turn to your partner and compare see if you got the same answers.**  **Feedback to check accuracy. Board correct answers visually.**  **ANSWER SHEETS**  **Worksheet A: worksheet B:**   |  |  | | --- | --- | | 1. If it snows, I don’t go to school | 1. If it rains, the grass gets wet. | | 2. when it is cold, the river freezes | 2.When it is hot, ice melts. | | 3. If you heat ice, it melts | 3.If it is cold, I wear a jacket. | | 4. When it is hot, I drink water | 4.Plants grow when it rains. | | 5. If it rains, I take an umbrella | 5.Chocolate melts when in the sun. | | | |
| **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 exercise B; board; markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  2min  1min  2min | T  S  S-S  T-S | | **Instructions-let’s move to exercise B. You will be working alone to finish the sentences. (Use example on worksheet)**  **(Use the worksheet as a visual while giving instructions)**  **ICQ-**   1. **Will you work with a partner or alone? (alone)** 2. **When can you start? (Right away)**   **Hand out worksheet and begin**  **Students work on the worksheet alone/monitor for help if needed.**  **Pair check.**  **Turn to your partner and compare see if you got the same answers.**  **Feedback to check accuracy. Board correct answers visually.**  **ANSWER SHEETS**  **Worksheet A: worksheet B:**   |  |  | | --- | --- | | 1. If it snows, I don’t go to school | 1. If it rains, the grass gets wet. | | 2. when it is cold, the river freezes | 2.When it is hot, ice melts. | | 3. If you heat ice, it melts | 3.If it is cold, I wear a jacket. | | 4. When it is hot, I drink water | 4.Plants grow when it rains. | | 5. If it rains, I take an umbrella | 5.Chocolate melt when in the sun. | | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5min | T  S-S | | **Instructions-**  **I want you to talk to your partner. You will have 5 mins. I want you to talk about** **what happens if the weather is great outside? For example, there is no micro dust it’s a beautiful sunny day but it’s not too hot or too cold. Where do you go. What do you do?**  **ICQ-**   1. **are you going to talk to me or your partner? (partner)** 2. **how many mins do you have? (5mins)**   **(Gesture for them to start)**  **Students talk using the zero conditional in their conversations.**  **Monitor from a distance for feedback:** | | |
| **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:** board; markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  5 sec | T – S  T  T | | **Offer delayed corrections to the previous stage.**   * **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**   **Set homework-**  **For homework I want you to write 4 of your own sentences using this form. Remember it needs to be a true statement.**  **Inform students about the topic for the next lesson-**  **For our next lesson we will learn how to make these sentences into a negative sentence.**  **Dismissed** | | |



Worksheet: If/when

Exercise B:

Complete the following zero conditional sentence.

Example: When ice cream gets warm,­­­\_\_\_\_\_\_\_\_.

When ice cream gets warm, it melts.

1. If it rains, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. When it is hot, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. If it is cold, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Plants grow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Chocolate melts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



Worksheet: If/when (Answer sheet)

Exercise B:

Complete the following zero conditional sentence.

Example: When ice cream gets warm,­­­\_\_\_\_\_\_\_\_.

When ice cream gets warm, it melts.

1. If it rains, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If it rains, the grass gets wet.

1. When it is hot, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When it is hot, ice melts.

1. If it is cold, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If it is cold, I wear a jacket.

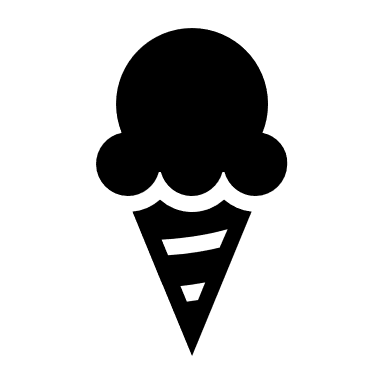
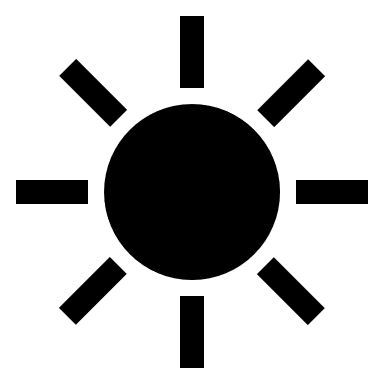
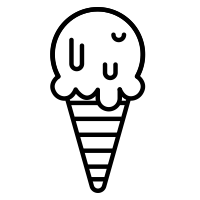
1. Plants grow\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Plants grow when it rains.

1. Chocolate melts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Chocolate melts when in the sun.

**Board Plan**

** +  =** 

**If ice cream gets warm, it melts**

**If/when +present simple, +present simple. This makes a zero-conditional sentence.**

|  |  |  |  |
| --- | --- | --- | --- |
| If | x | Ice cream gets warm | It melts |
| It melts | If | ice cream gets warm | x |
| when | x | ice cream gets warm | It melts |
| It melts | when | ice cream gets warm | x |

Worksheet A worksheet B

**what happens if the weather is great outside?**

|  |  |
| --- | --- |
| 1. If it snows, I don’t go to school | 1. If it rains, the grass gets wet. |
| 2. when it is cold, the river freezes | 2.When it is hot, ice melts. |
| 3. If you heat ice, it melts | 3.If it is cold, I wear a jacket. |
| 4. When it is hot, I drink water | 4.Plants grow, when it rains. |
| 5. If it rains, I take an umbrella | 5.Chocolate melts, when in the sun. |

**Instructor’s Comments and Assessment**

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