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| Lesson Plan – Activity-Based |

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| **Title – Animals** |

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| Instructor:  Alice | Level  7~8 | # of Students  6 | Length  40 mins |

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| **Materials:**  - CD&CD player  - Markers and White board  - some magnets  -6 pictures of animals (for eliciting the topic)  - 6 pictures of animals (for a chant)  -pictures of animals (for a memory game)  -2 sheets of paper (for a song and a chant) |

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| **Aims:**  - Students will be able to know about some animals’ names and the sounds they make.  -Students will be able to learn about some baby animals’ names.  -Students will be able to learn how to sing the song, “Old Macdonald had a farm.”  -Students will be able to learn a structure by doing a chant. |

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| **Language Skills:**  - Listening: listening to teacher’s instruction, demonstration, a song, and classmates’ speaking  - Speaking: singing a song, doing a chant, participating in activities  - Reading: reading sentences on the board, 2 sheets of paper, and animals’ pictures.  - Writing: note-taking, filling in the blanks in a grid on the board |

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| **Language Systems:**  - Phonology: singing a song, doing a chant, distinctions between L/R, F/V, S/TH  - Lexis: animals’ names and the sounds they make, baby animals’ names  - Grammar: what + do + Subject + Basic verb/ Noun + ~ing/ past tense  - Function: singing and chanting, memorizing  - Discourse: asking and answering Wh-questions |

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| **Assumptions:**  Students already know:  - words for colors  - some animals’ names  - how to do a chant  - The teacher’s style of teaching |

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| **Anticipated Errors and Solutions:**  Students ….  -The lesson finishes early→do SOS activities  -If time is short→omit the post activity  -Ss have trouble singing the song→have Ss repeat after their teacher line by line  -Ss don’t know animals’ names and baby animals’ names→have Ss repeat the words after their teacher.  - Ss don’t understand teacher’s instruction→using the board,  demonstration and CCQs |

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| **References:**  - 박은정(2002) 영어동화책 활용자료 만들기, JYbooks, P. 8~24  - 영어동요(2005), 아이즐 books, CD  - Penny McKay and Jenni Guse(2007) Five-Minute Activities for Young Learners, unit 1.5 |

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| **Lead-in** |
| Materials: Markers and White board, some magnets, 6 pictures of animals (for eliciting the topic) |

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| Time  5 mins | Set up  Whole Class | **Procedure**  **<Greeting>**  *Hi everyone?*  *Did you enjoy your holiday?*  *How was your New Year’s Day?*  *What did you do on New Year’s Day, Ashely?*  *That sounds like fun.*  *Who would like to tell us?*  *Did you eat rice-cake soup on New Year’s Day morning?*  *Now You’re 7 years old. Congratulation!*  *O. K. Let’s begin today’s lesson.*  **<Eliciting and Prediction>**  *Look at the board.*  *What are they?*  *Right. These are our lovely friends, animals.*  Today, we are going to learn about animals and the sounds they make. |

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| **Pre-activity** |
| Materials: CD&CD player, Markers and White board, some magnets, a sheet of paper (for a song) |

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| Time  10 mins | Set up | *Procedure*  **<instructions>**  *Let’s talk about each animal’s name.*  *What is it? (duck)*  *Repeat after me, duck.*  **Duck**  **Cow**  **Pig**  **Sheep**  **Horse**  **Cat**  *Now we’re going to listen to a song.*  *The title of the song is “Old Macdonald had a farm.”*  **<CCQs>**  *Are we going to sing a song?*  *(No, we are going to listen to the song?)*  *Good, Just listen to the song.*  *What is the title of the song?*  *Are you ready to listen to the song?*  **<instruction>**  *Did you enjoy this song?*  *What animals did you hear in this song?*  *(duck, cow, pig)*  *What sounds did they make?*  *(draws a grid and writes down animals’ names and sounds)*  *Let’s learn this song.*  *I’m going to sing this song line by line.*  *And then you’re going to repeat the line after me.*  *Now let’s make a new version of this song with different animals.*  *Would you like to suggest which animals to sing about?*  *Who would like to suggest which animal to sing about.*  *(Writes down Ss’ suggestions in the grid.)*  **<demonstration>**  *We chose three animals.*  *I ‘m going to sing a ( )’s version of this song.*  *Who want to sing the ( )’s version?*  *(has Ss sing the new versions as a model)*  *Now, we are going to sing our new version of this song from beginning to end to the CD accompaniment.*  *The first verse is ( )’s version.*  *The second verse is ( )’s version.*  *The third verse is ( )’s version.*  **<CCQs>**  *Which animals’ version are we going to sing?*  *1.*  *2.*  *3.*  *Are we going to sing to the piano accompaniment?*  *(No, we are going to sing to the CD accompaniment.)*  *Are you ready to sing?*  *Did you have fun singing this song?* |

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| **Main activity** |
| Materials: Markers and White board, some magnets, 6 pictures of animals (for a chant), pictures of animals (for a memory game), a sheet of paper (for a chant) |

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| Time  10 mins  10 mins | Set up  Whole Class  Group Work | **Procedure:**  **<Instruction >**  *Now, we are going to do a new activity*  *Here are animals’ pictures.*  *Select one picture.*  *And hold the picture for others to see your picture.*  *We are going to do a chant.*  *First I am going to ask like this.*  *(Dog, dog, what do you see?)*  *And then the student holding dog’s picture is going to answer like this.*  *(I see a yellow duck looking at me.)*  *And then the duck should make the sound four times and pick one animal and ask like this.)*  *(quack, quack, quack, quack*  *cow, cow what do you see?)*  *This chant goes like this.*  **<Demonstration>**  *Let’s try doing this chant once as a practice.*  *I’m going to go first.*  *Now, let’s start this chant.*  *We are going to do this chant for 5 mins.*  **<CCQs>**  *What is the first question in this chant?*  *(~~ what do you see?)*  *What is the answer?*  *I see a ~~ ~~~looking at me.*  *How many sounds are you going to make?*  *How long are we going to do this chant?*  *(for 5mins)*  **<instruction>**  *(Showing animals’ pictures) Do you know what is a baby dog’s name?*  *Good. what is baby cow’s name?*  *(explains baby animals’ names)*  *Come here around this desk.*  *We are going to play a game.*  *Let’s make groups of 3.*  *Make a group with the people near you.*  *Let’s put the cards face down on the desk.*  *One person flips 2 cards at the same time.*  *If you can match the baby cards with their mom cards, then you can have both of them.*  *The group with the most cards is the winner.*  *I want all of you to take turns*  **<demonstration>**  *O.K. Let’s play this game as a practice.*  *Let’s do rock-scissors-paper.*  *This team goes first.*  *Decide who will go first.*  *Flip two cards.*  *If they do not match, put them back.*  *You need to memorize where they were.*  **<CCQs>**  *When can you have cards?*  *( When 2 cards match)*  *If 2 cards don’t match, what are you supposed to do?*  *(put them back)*  *Which team is the winner.*  *The team that have the most card.*  *O.K. Let get started.*  *Good job, everyone!*  *Which team is the winner? Congratulation!* |

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| **Post-Activity** |
| Materials: Markers and White board |

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| Time  5 mins | Set-up  Whole Class | **Procedure**  **<Instruction>**  *Let’s review today’s lesson.*  *What animals did we learn about?*  *(makes a grid and writes down animals’ names down the grid on the left.)*   |  |  |  | | --- | --- | --- | | *Animals* | *Sounds* | *Baby animals* | | *Duck* | *Quack quack* | *Duckling* | | *Cow* |  |  | | *Pig* |  |  | |  |  |  | |  |  |  | |  |  |  |   **<Demonstration>**  *(As an example, fills in the blanks in the first line.)*  *Who wants to fill in the blanks?*  *O.K. Come up here.*  **<Goodbye to Ss>**  *Everyone did a very good job, today.*  *Did you enjoy today’s activities?*  *O.K. That’s all for today’s lesson.*  *Have a nice day.*  *Good buy.* |

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| **SOS activities** |
| Materials: Markers and White board |

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| Time  A)  5 mins  B)  5 mins | Set up  Whole Class  Whole Class | **Procedure**  **<Instructions>**  *Now let’s play a game.*  *The game is Simon Says.*  *Well, I’ll explain how it works.*  *I’ll tell you to do something.*  *You should do it only if I say, “Simon says” first.*  **<Demonstration>**  *Now let’s practice. Simon says, “Touch your nose.”*  *Good, everyone. You’re touching your nose.*  *Now “Touch your lips.”*  *(Some students follow the command)*  *No, you shouldn’t touch your lips.*  *I didn’t say, “Simon says.” Right?*  *So, you would be out.*  *Are there any questions?*  *Raise your right hand.*  *Stand up.*  **<CCQs>**  *When are you supposed to do the action.*  *(If the teacher says “Simon says”)*  *If I don’t say “Simon says”, what are you supposed to do? (should not do the action)*  *Now let’s play the game.*  **<Instructions>**  *We’re going to do a mime game now.*  *I have some cue cards here.*  *On each card, there’s a name of animals.*  *You’ll act out the words.*  **<Demonstration>**  *Who wants to be a volunteer?*  *O.K. Ruby, here’s a cue card.*  *Look at the word and act it out.*  *Then ask the class, “What’s this?”*  *If the answer is correct, say, “You’re right.”*  *And someone who says right answer takes turns.*  *If it’s not, say, “No, that’s not it.”*  *You can also say, “Guess again.”*  *O.K. Ruby, you can start.*  **<CCQs>**  *What are we going to do?*  *(Mime game)*  *Who are going to do miming?*  *(anyone who says right answer)*  *What are we going to mime?)*  *(animals)* |