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| Han. JiHye (Jade)  Teacher Ben  81th TC WK  11 November 2012 | Micro Teaching Lesson plan #3 |



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| **Title**: Prepositions |

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| **Instructor :**  Jade . (JiHye).  Han | **Level :**  Intermediate  7~8 year olds | **Number of**  **Students**: 8 | **Length**  : 30 minutes |

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| **Materials :**  ♣ Flash cards of prepositions  ♣ Flash cards to ask CCQ’s / Actions  ♣ Word match materials.  ♣ O,X signs for each student.  ♣ Boards for each student (one side is white board, the other side is felt board)  ♣ Markers and erasers for each student.  ♣ bedroom picture (big enough to see clearly)  ♣ Questions listed on a sketch book (able to flip over each page)  ♣ Pictures of the song to sing together (able to flip over each page)  ♣ Music ‘in, on, under’  ♣ Passing a message – SOS activity |

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| **Aims**  Main Aim - To enable Students to improve their grammar skills by having Students make sentences using  the right prepositions  Secondary Aim - Students will learn to use prepositions through flashcards, OX game and  Singing a ‘in, on, under’ song together.  Personal Aim - I want to improve explicit ICQs and ICQs |

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| **Language Skills**  Listening : Students will listen to teacher’s instructions  Speaking :Students are going to speak out for O.X and present the sentences they have made, and sing a song.  Reading : Students will read the preposition words written on the flash cards.  Students will read the sentences written on the sketch book and find out it is right or wrong.  Writing : Students will be engaged in writing the right sentences. |

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| **Language Systems**  Phonology : Each words (pronunciation)  Lexis : names of each prepositions (in, on ,under, in front of, behind, next to, between)  Grammar : Prepositions itself (usage of prepositions in right situation)  Function : None to discuss  Discourse : Students will share ideas on OX game and making the wrong sentences into the right ones. |

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| **Assumption**  Students already know  : some prepositions to use in the right situations (could be ; in, on, under)  : The sentences we use in this lesson can be their every day English without considering their grammar skills - Simple dialogue using in the classroom setting  : For example, Where is your pencil? – My pencil is in my pencil case. |

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| **Anticipated Errors and Solutions :**  If the lesson finishes early : SOS activity #1 (5 minutes)  Language problem – pre teaching, modeling, demonstration  Classroom management – monitoring, ICQs, Explicit ICQs  Student’s involvement – encourage the students with more variety of fun activities  and more kinesthetic activities.  - Within a group or pairs.  - Usage of variety of materials (hands on activities) |

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| **References :**  www.google.com |

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| **Lead in** | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 2 minutes of Leadin |  | Hello teacher~.  I’m ok~  Not so good~  Tired~  No~  Lina :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Esther : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This is a box.  If any students raised their hands, they will get a chance.  Jenny : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Jenise : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Hello, everyone~  How are you?  Why~  Is anyone absent today?  I see everyone~  Did you have a good week?  How was your week Lina?  How was your week Esther?  Do you have your own desk at home?  Think of that,  Ask questions to those have desks at home.  what do you have in your desk drawer.  What do you have on your desk?  What do you have next to the chair? |

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| **Pre-Activity** | | | |
| **Materials :**  ♣ Flash cards of prepositions  ♣ Flash cards to ask CCQ’s / Actions  ♣ Word match materials. | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 2 minutes of Eliciting  1 minute of checking their vocabularies  1 minute of grouping.  Activity :  3 minutes of group activity.  2 minutes of presentation  9 minutes - | Eliciting | In  On  Under  In front of  Behind  Next to  between    Students will make sentences out of picture on the board  There are window, wall, shelf, floor, bed..  Matching the words with the sentences.  3 minutes  No. in groups.  No.  Yes.  The cat is on the mat  The man is next to the tree. | Eliciting  What do you call this?  When you want to tell someone where it is.  You will have to use this in your sentences.  Schemata–a wheel concept  Right~ prepositions  Can you give me the examples of prepositions you know?  I have some flashcards.  What is this?  What kind of sentence can we make?  CCQs  Is this preposition? (picture)  Is this on? (action)  Is this under? (action)  Creative grouping technique  Pre! Positions!  Pres raise your hands and sit on this side.  Pisitions raise your hands and sit on this side.  What I want you to do.  I am going to give you 3 minutes.  Here I have some preposition words with sentences.  I want you to put the words with the right sentences.  ICQs  What are you going to do?  How many minutes do you have?  Are you working individually?  Or in groups?  Explicit ICQs  Please don’t start until I say begin.  Are you going to start when I give you the paper?  Are you going to start when I say begin?  Begin~  Timing  2 minutes  1 minute  30 seconds  Times up  Presentation  Group pre,  Can you give me one of the examples you have found?  Group positions  Can you give me another example you have found? |

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| **Main Activity** | | | |
| **Materials :**  ♣ O,X signs for each student.  ♣ Boards for each student (one side is white board, the other side is felt board)  ♣ Markers and erasers for each student.  ♣ bedroom picture (big enough to see clearly)  ♣ Questions listed on a sketch book (able to flip over each page) | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 2 minutes of  Explanation and demonstration  4 minutes of running  Activity #1  5 minutes of running  Activity #2  11 minutes |  | There are window, wall, shelf, bed, floor, toys….  Yes.  No~  X sign~  We are going to put up O or X to the sentences  and make the sentence correct on the board.  3 seconds  30 seconds  Yes.  Yes.  Questions.  1. The kite is on the wall  2. The hat is on the floor.  3. The bat is in front of the window.  4. The glove is next to the doll  5. The picture is under the bed  4 students will present the correct sentences they have written on their board.  Students will pick the papers out of the paper cup to be in pair work.  Write 2 questions on the board.  2 minutes  No. in pairs  Yes.  No  Yes.  If the time is alright.  All the group will present. | Here. I have a big picture of the room.  What do you see?  Right, There are a lot in the room  Demonstration  The doll is on the bed.  Do you think the sentence is correct referring to this picture?  Then you can put up the O sign.  One more example.  The toy car is on the floor.  Is this correct?  Then you will need to make the correct sentence. But not speaking.  You need to write on your board.  I am going to give you a board and a maker each of you.  Also the O.X signs.  You will have 3 seconds to put up the OX signs and have 30 seconds to write the right sentences on the board.  ICQs  What are you going to do?  How many seconds do you have for putting up O or X?  How many seconds do you have for writing on the board?  Are you working individually?  Explicit ICQs  Don’t touch them before I finish passing out those.  Are you going touch before I give you all?  Timing 10 seconds  5 seconds  Times up  Presentation  4 Students will present.  Creative grouping technique  If you have ins, raise your hands.  Please sit here.  Ins  Ons  Unders  Betweens  This time.  I want you work in pairs to make a question for other students to answer.  Just like I did on this paper.  You can make correct sentence as well as incorrect sentence.  I am going to give you 2 minutes to make 2question on your board.  ICQs  What are you going to do?  How many minutes do you have?  Are you working individually?  Explicit ICQs  Please don’t start until I say begin.  Are you going to start until I say begin?  Are you going to start when I say begin?  Begin~  Timing  2minute  1minute  30 seconds.  Times up  Presentation  First group with \_\_\_\_ and \_\_\_\_\_  Please come to the front.  Can you show your sentences to others?  Other students Write the correct sentence on the board.  did everyone get right?  Well done Everyone. |

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| **Post Activity** | | | |
| **Materials :**  ♣ Pictures of the song to sing together  ♣ Music ‘in, on, under’ | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 1 minute of listening to the first part, demonstration.  3 minutes of listening and putting the pictures on the board.  1 minute of teaching the Ss hand movement.  3 minutes of singing the song  8 minutes |  | Students will be engaged in singing a song.    The mouse is in the house  ♩♪♬ ‘in, on, under’ ♪♬♬    We are going to listen to the song and put the pictures on the board.  No.  No.  Yes.  As the Students sing along.  They will show their pictures to everyone.  The students will follow the teacher’s hands movements. | You are going to listen to a song.  I am going to play the first part.  I have my board here.  And do you remember the first part?  Where is the mouse?  The mouse is in where?  Where is the cat?  The cat is in the hat.  Where is the fish?  The fish is in the dish.  Where are you~  I’m in the classroom~  Now it is your turn to listen to your part and complete the part on your board with those pictures that I am giving you.  I am going to play only one time.  Then we will sing together.  ICQs  What are you going to do?  Are you working individually?  Am I playing more than 1 time?  Explicit ICQs  Please don’t start until I finish passing all the pictures.  Are you going to start when I give you the pictures?  Are you going to listen to the song and put the pictures?    This time.  We are going to sing the song together.  If your part is coming then please show the pictures to everyone so they can see it while they sing the song.  For the last part.  I want you to follow my hands movements.  Let’s practice.  In, on , under, in front of, behind  Next to, between.  Let’s sing a long together.  Well done everyone. |
| **Close**  1 minute |  | Great job  I did not hear any mistakes.  Let’s unscramble these words  “ersinotoipp”  If there are no further questions.  This concludes my micro teaching.  I will be followed by \_\_\_\_\_\_\_\_\_ . | |

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| **SOS Activity** | | | |
| **Materials :**  ♣ Passing a message | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 5 minutes |  | Have students to get involved in passing a message game.  We are going to pass the message.  No.  Yes.  No. in groups. | I am going to divide everyone into 2 groups.  Message  Game  All the Messages please come this line to sit.  All the Games please com this line to sit.  Who is sitting at the front?  A and B.  I am going to show you a sentence.  And you are going to pass the message to the next person.  Who is sitting at last chair?  C and D will have to run to the front and write on the board..  But when C and D had a chance to run to the front.  C and D will sit at the front this time. So other Students will be the last in groups later.  So Everyone will get a chance.  ICQs  What are you going to do?  Can you speak out loud?  Are you going to whisper?  Are you working individually?  Explicit ICQs  Please don’t start until I say begin.  Are you going to start when I show the sentence?  Are you going to run when I say run? |