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| Grammar Lesson Plan |
| Title : Where’s the cat?  |
| Teacher | Student Level & Age | No of Students | Length |
| Jessica Yoo | False-beginner & Elementary Students | 12 students | 50 mins |
| Materials:* White board & Markers
* 15 copies of Cat worksheet
* 15 copies of Grammar club book
* 15 copies of Where’s monster worksheet
* Computer & TV (or speakers)
* Scissors & Glue sticks
 |
| Aims:* To be able to get the main idea by working on the worksheets and the book.
* To learn or be familiar with key vocabulary relating to the topic.
* To improve grammar skill by completing the worksheets.
 |
| Language Skills:Reading: reading the text from the worksheetsWriting: answering questions and working on the projects.Speaking: sharing ideas or discussing with a partner. Listening: listening to the teacher’s presentation, instructions and other students’ opinions.  |
| Language Systems:Grammar: from the text and worksheets, Ss get to learn how to use preposition. Lexis: new words and idioms used in the text. Phonology: pronunciation of the key vocabularies. Functions: talking with the usage of preposition and presenting one’s answer for the worksheet.Discourse: teacher-student interaction and student-student interaction through the activities. |
| Assumptions:* Some students might know the song I’ve prepared
* Some students might know the vocabularies that I have prepared
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| Anticipated Errors and Solutions: |
| References:<http://www.youtube.com/watch?v=hx8i-Wq_jtc><http://kizclub.com/Phonics/word/position.pdf>A book, *Grammar Club 1by Gillian Flaherty and James Bean* |
| Notes:* If students finish their tasks earlier than anticipated

☞ SOS activities (play a game or worksheets) |

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| Pre-task |
| Title:Greeting & song | Aims:To greet students and get them ready for the new lesson* To help the students to think and speak only in English
* To get Ss interested in the topic
 | Materials: White board & markers Computer & TVCat worksheet |
| Time | Set Up | Students | Teacher  |
| 5mins | Whole class | * Listen and respond to the teacher
* Learn the song and sing out loud
 | * Greet students kindly and enthusiastically
* Play a song through youTube
* Sing out loud
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| Notes: |

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| Task Preparation  |
| Title:Cat worksheet | Aims:* To develop their vocabulary
* To encourage Ss to learn the topic
* To help students to understand the main task easily
 | Materials: Cat worksheet Scissors & Glue sticks |
| Time | Set Up | Students | Teacher  |
| 11mins | individually | * Listen and respond to the teacher
* Individually work on the worksheet (cut and paste)
 | * Distribute worksheets to everyone (Cat worksheet)
* Give instructions
* Ask them to complete the worksheet– give mins
* **Ask ICQ:**

+How much time do you have?  + What do you need to use? **Ask CCQ:** Why do you think you’re doing this?* Monitor and guide Ss
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| Notes: |

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| Task Realization  |
| Title:Grammar club  | Aims:To develop Ss ability to read and understand the grammar, through answering some questions To help Ss to improve their grammar skills | Materials: White board & markers Grammar club book (15copies) |
| Time | Set Up | Students | Teacher  |
| 24mins | Individually | * Listen and respond to the teacher
* Work on the copies of the book and answer them
* Participate actively with the presenting their answers
 | * Distribute Grammar club book to all (15 copies) – give 20mins
* Give instructions
* **Ask ICQ:**

+ What are we going to do?+ How much time do you have?* Monitor and guide Ss
* After Ss are done with the worksheet, ask them for the answers – give 4mins
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| Notes: |

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| Post Task  |
| Title:Where’s the monster & closing  | Aims:To check whether Ss fully understood the lesson* To improve Ss comprehension skill

To wrap up the class  | Materials: Board & markerWhere’s the monster (15 copies) |
| Time | Set Up | Students | Teacher  |
| 10mins | Individually | * Listen and respond to the teacher
* Work on where’s the monster worksheet individually
* Participate actively with the presenting their answers
 | * Give instructions
* Distribute Where’s the monster worksheet to all (15 copies) – give 7mins
* Monitor and guide Ss
* After Ss are done with the worksheet, ask them for the answers – 3mins
* Give feedbacks
* Tell Ss what we are going to do for the next class
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| Notes:* If time is running short, ask for a volunteer to answer
* After all the work is finished but still got some time left, play a game on the white board (hang man, etc.) or SOS activity (worksheet)
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Worksheets, handouts and lesson materials



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**Where is the Monster?**

Match the sentence the right picture.



 He is:

1. In the chair



1. On the chair



1. Over the chair
2. Under the chair
3. In front of the chair



1. Behind the chair



1. Between the two chairs