**Presentation, Practice, Production (PPP)**

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| **Integrated skills lesson** | | | |
| **Topic/title: I have three ladybugs. (number + bugs’ name)** | | | |
| **Instructor:**  Ginnie | **Students Age – Competency Level 5~6 years, beginner** | **Number of Students:**  **10** | **Lesson Length:**  **30 minutes** |
| Materials: **(What you need to teach this lesson.)**  Board, markers, eraser, tape  Flashcards: ladybug, butterfly, ant, spider, bee (2 sets: big ver. & small ver.)  Number cards(1~5)  Bug number cards (one spider, two butterflies, three ladybugs, four ants, five bees)  Swatter(covered soft cloth)  5 sets of each bug’s pictures: ladybug, butterfly, ant, spider, bee  The ladybug song video from youtube  Computer, projector, screen | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson.)**  Students will learn the 5 bugs’ names by practicing the sound of the names with pictures and gestures during the drill and role-play.  Students will be able to understand ‘How many~do you have?” questions and combine the number and bugs in a sentence like ‘I have three ladybugs.’ by role-play. | | | |
| Language Skills: **(Lists what language skills students will be using by participating in the activities of the lesson.)**   * Reading: read the target words and main sentences with dialogue * Listening: teacher and students’ demonstration of activities, The ladybug song, the other students’ asking or answering for role-play * Speaking: repeat the target words, role-play, number 1~5, answering teacher’s questions   Language systems: **(Lists what language systems will be in the lesson.)**   * Phonology: /s/ sound of butterflies, ants, ladybugs and spider, /z/ sound of bees, /v/ sound of have, /th/ sound of three * Lexis: (spider, butterfly, ladybug, ant, bee, 1~5) * Grammar: singular and plural noun * Function: asking and answering * Discourse: role play | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  Students already learned about number 1~5.  Students can read the alphabets but can’t read the words or sentences.  Students make lots of mistakes with singular and plural noun.  Students can understand several classroom English like “come, touch, listen to, stand up, sit down” with gestures  Some students heard bugs names before. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be)**  If students make mistakes of plural noun with speaking,   * Repeat their sentence with the correct words and let them speak the sentence correctly, but don’t need to teach the grammar information.   If students can’t ask the question “How many bugs’ name do you have?” for the role-play at the produce stage,   * Encourage Ss bug’s name first, and then give hint with gesture like counting something(how many) and point another student(you)   If There isn’t enough time for the role-play,   * End the practice stage, let Ss sit down and focus on teacher using gestures. | | | |
| References:  Weather cards : http://www.kizclub.com/Clipart/bulletinboard/weather(C).pdf  Bug & number flashcard image : <http://www.edpia.com/>  “The ladybug song” : https://www.youtube.com/watch?v=5PT8cltGUTU | | | |

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| **Lead-In** | | | |
| Materials:  Board, markers, flashcards, numbercards  Weather cards  Dice | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
|  | Whole class  individually | Ss read the number on the board  Ss roll the dice and say the number | <Before the class>  T. write the title and dialogue that Ss will practice on the board. Put the cards that T needs in the corner of the board.  Number cards  Dialogue  A: How many \_\_\_\_\_ do you have?  Ginnie: I have \_\_\_\_ \_\_\_\_\_\_\_\_\_.  Bug flashcards  <Greeting>  “How’s the weather today?”  (use the weather cards)  “How are you today?”  T. write 1~5 on the board and gesture for Ss to say the number.  <Warmer>  T. demonstrate how to play warmer first.  Roll a dice and say the number.  Let Ss do the same thing without T’s instruction. |

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| **Presentation** | | | |
| Materials:  ‘The lady bug song’ from Youtube, computer, projector, screen  Board, number cards, flashcards, picture cards(with fixed number of bugs) | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
|  | Whole class  Whole class | Watch the video and answer the questions  Repeat the new words after T  Say the words and respond to T | <Present target vocabulary>  T. Show the video “The ladybug song” to Ss.  “Look, everyone. I have an interesting song for you. Do you know ladybug? (show a ladybug picture) We can see ladybug outside now. And this is the ladybug song. Look!”  Turn on the video from Youtube.  T. ask Ss  “Who was in the song?” (Ss “ladybug”)  “How many ladybug was in the song?”(Ss “3”)  (Point the ladybug picture on the board and show them ladybug number card)  “Well done. You can see ladybug outside now.”  Repeat ‘ladybug’ several time with Ss.  T. praise Ss and present the other bugs  “You also see these bugs.”  Present the other 4 bugs (spider, ant, butterfly, bee) with gestures of these.  <present dialogue>  T. put the picture of ‘one spider’ next to the dialogue. Encourage Ss say the words ‘spiders’, ’one’ and ’spider’  “How many …. (Ss “spiders”) do you have?”  “I have (Ss “one spider”)”  When Ss respond to T, T fills the blank in the dialogue with the spider picture card and number ‘one’ card  Let Ss repeat the dialogue several times after T. |

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| **Practice** | | | |
| Materials:  Board, picture cards, number cards, flashcards (small ver.)  Dice, bug picture sets (5sets), desk | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
|  | Whole class  Individually | Say the target words and repeat the full sentences of dialogue with gestures  Choose one bug card and answer the question using the bug card | (take the picture and number card from the dialogue)  <controlled practice - drill>  T. put the picture of ‘two butterflies’ next to the dialogue. Encourage Ss say the target words and let them repeat the dialogue several times. Use the gestures to help Ss say the correct words.  When Ss respond to T, T put the spider picture card and number ‘one’ card in the dialogue.  (Do the same practice with ‘three ladybugs’, ‘four ants’, ‘five bees’)  <less-controlled practice >  T. in the dialogue, put the ‘one’ number card. Put 5 small flashcards faced down on the desk. (The desk is in front of the board) Pick one card (ex. butterfly) and point the question in the dialogue ‘How many butterflies do you have?’ and encourage the Ss say that sentence.  “I have one butterfly.”  T. Line up the students in front of the desk. Let the first student pick one card. (ex. spider)  “How many spiders do you have?”  (Point the dialogue and give some hint if it’s necessary)  S “I have one spider.”  Replicate the question with different Ss.  If Ss are familiar with the question, encourage them ask the question themselves to the other Ss and change the number.  “Can you ask the question to her?”  Point the question on the board. |

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| **Production** | | | |
| Materials:  Bug picture sets  Swatter, picture cards | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
|  | Pair work | 2 students demonstrate the activity(role play)  Do the role play with the partner | T. Choose 2 students and let the rest of Ss go back to their seats.  2 students show how to play the game to the others.  T. Give the roles to students, A and B. A will ask the question, “How many~do you have?” B will answer the question, “I have ~.”  T. Put the 5 different bugs on the desk. Let A choose one bug. And then spread the same bug set (5) on the desk and give B swatter. Tell Ss swatter is the special hand to catch the bugs.  T. “B, Touch the bugs with your special hand.”  B counts the bugs on the special hand.  A asks the question.  B answers the question.  T. make students a pair and call each pair in front of the desk to do the role play. (Before the role play, clean up the board)  During the activity, T monitors and helps the student who has problems. |
| **Wrap-up/Feedback** | | | |
| Materials:N/A | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1mins | Whole class | Say goodbye to T | T. Close the class  “How was the activity?”  “It’s time to say goodbye. Goodbye, everyone!” |

[Flashcards][bug picture sets][number cards]

