|  |
| --- |
|  |
| TITLE | Let's sing 'I can run' song |
| INSTRUCTOR | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Eunji Lee | Elementary | 9~10 years old | 10 | 50 mins |
| MATERIALS |
| Worksheets, color pencils, video clip with song, beam projector |
| AIMS 1. | Practice listening skills by singing a song |
| **2.** | Practice the expressions by singing with dance |
| 3. | Distinguish the meaning of the words in the song |
| LANGUAGE SKILLS |
| Listening | Listen to the song and repeat the dance and the song |
| Speaking | Talk about the expressions ‘I can~’ |
| Reading | Read the lyrics out loud |
| Writing | Solve the worksheets |
| **LANGUAGE SYSTEMS** |
| Phonology | Students focus on pronunciation and lyrics. e.g. /sw/, /sk/  |
| Lexis | Students focus on vocabulary. e.g. can, hop, run… |
| Grammar | Students focus on grammar. e.g. I can run, I can hop.. |
| Discourse | Students practice the expressions what they are capable of. |
| Functions | Students express their own ‘I can~’ sentence in daily life. |
| ASSUMPTIONS |
| They already know some words like run, swim. It will make them understand easily and enjoy the song. |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS |
| They will confuse about the sentence like ‘I can~’ and ‘can you’ I will let them practice one by one by making their own sentences. |
| REFERENCES |
|  http://learnenglishkids.britishcouncil.org/en/songs/i-can-run |
| NOTES |
|  If there is not enough time for activity, give them worksheet as homework.If there is a little time left, do the SOS activity.It is called ‘Tell me what am I doing?’ game. You need to think some action verbs. Divide two teams and give them a minute to do the game. One team should stand in a row seeing the wall. After that, you show one action verb to only one student, then the student will explain what that word is to second person. And second person will do that to third person and so on. When one team do that, the other team has to sit and watch how many words they get.  |

|  |  |
| --- | --- |
| PRETASK TITLE | Talk about the concept ‘I can~’ |
| AIMS | MATERIALS |
|  Distinguish the concept. | None. |
| TIME | SET UP | STUDENTS | TEACHER |
| 3 min | Whole class | Listen to the teacher and figure out what teacher says. | Explain the concept ‘I can’ |
| 3 min |  | Make 'I can~' sentence and presentation  | If there is an error, make a correction. |
| NOTES |
| Make sure they understand. |

|  |  |
| --- | --- |
| TASK PREPARATION TITLE | Watch the video clip with the song |
| AIMS | MATERIALS |
| Practice how to pronounce the words. | Video clip with ‘I can run’ song. |
| TIME | SET UP | STUDENTS | TEACHER |
| 7 min |  | Students will watch the video clip and practice singing a song. | Play the video clip and pause and sing each sentence to make it easy. |
| NOTES |
| Make sure if beam projector works. |

|  |  |
| --- | --- |
| TASK REALISATION TITLE | Sing the song with dance. |
| AIMS | MATERIALS |
| Draw their understanding by singing with dance. | Video clip with ‘I can~’ song |
| TIME | SET UP | STUDENTS | TEACHER |
| 10 min |  | Students will dance with the song. | Observe the students dance correctly |
| 5 min |  | Two group will practice the song with correct dance. | Help them if they have difficulty. |
| 5 min |  | Each group shows their song with dance.  | Feedback which team is better. |
| NOTES |
| Make everyone participate in the activity. |

|  |  |
| --- | --- |
| POST TASK TITLE | Do the work sheets. |
| AIMS | MATERIALS |
| Evaluate their understanding. | Worksheet |
| TIME | SET UP | STUDENTS | TEACHER |
| 3 min |  | Students will see the sentence and match the correct picture. | Check everyone match correct picture. |
| 6 min |  | Students will draw what they can, color and write the sentence. | Check the spellings and help them |
| 8 min |  | Students will presentation their drawing and say their own 'I can~' sentence. | Give feedback. |
|       |  |       |       |
| NOTES |
|  If there is no enough time to draw, give it as homework. |

Paste worksheets, handouts and lesson materials here

