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| Speaking Lesson Plan | | | | | | | |
| TITLE | A Song About Rain | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Eun-Ji Kim | | | | Beginner | 6-7 years | 9 students | 50 min |
| MATERIALS | | | | | | | |
| Dolls, flash cards, audio system, audio file, sticker, review worksheet. | | | | | | | |
| AIMS 1. | | To be better able to speak simple declarative sentences by singing an English song. | | | | | |
| **2.** | | To study vocabulary *‘go’ vs ‘come’* by watching flash cards. | | | | | |
| 3. | | To practice a grammatical pattern *‘want + to + base verb’* by changing verb in the song. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | English song, vocabulary pronouncing | | | | |
| Speaking | | | Repeating vocabulary, singing English song | | | | |
| Reading | | | Vocabulary on flash cards, review worksheet | | | | |
| Writing | | | Vocabulary spelling on review worksheet. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Pronunciation about ‘*r*’ (e.g. rain) | | | | |
| Lexis | | | Distinguishing between ‘*go*’ and ‘*come*’ | | | | |
| Grammar | | | Verb pattern ‘*want + to + base verb’* | | | | |
| Discourse | | | Story about rain episode | | | | |
| Functions | | | Wishing & hoping to stop raining. | | | | |
| ASSUMPTIONS | | | | | | | |
| Students already know: if they imitate teacher’s action hard, they’ll get one sticker as reward and if they volunteer, they’ll get it one more. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Some students have difficulty in pronouncing /r/ sound and pronouncing it like /l/.   * Pronounce /r/ carefully and make students watch mouth movement. Check students pronunciation one by one. | | | | | | | |
| REFERENCES | | | | | | | |
| <https://www.youtube.com/watch?v=1Mk6RRf4kKs> <http://www.melon.com/album/detail.htm?albumId=2270004> | | | | | | | |
| NOTES | | | | | | | |
| - Plan B: If electronic materials aren’t working, teacher sing a song for her/himself.  - Cut-off plan: If time is short, cut post-activity short (teach 1~2 words instead of 4 words).  - SOS activity: Do a review worksheet that is homework originally. | | | | | | | |

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| PRETASK TITLE | | | A Doll Play About Rain | | |
| AIMS | | | | MATERIALS | |
| To predict the topic of lesson by watching a doll play | | | | Dolls | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 8 min | Whole class | Students will watch a doll play about a story of rain | | | Perform a doll play |
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| NOTES | | | | | |
| Arrange seating in a circle. This arrangement keeps going until lesson is finished. | | | | | |

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| TASK PREPARATION TITLE | | | Studying Essential Vocabulary | | |
| AIMS | | | | MATERIALS | |
| To study vocabulary about a song (*rain, come, go, play*) by watching flash cards. | | | | Flash cards (rain, come, go, play) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 2 min | Whole class | Students will be given instruction about main activity and be asked instruction checking questions.  *Q1. What do we sing a song about?*  *Q2. Can we dance with singing a song?* | | | Give instruction.  Ask ICQs. |
| 10min | Whole class | Before doing main activity, students will learn vocabulary (e.g. rain, come, go, play) with flash cards. (This is pre-teaching). | | | Show flash cards with action. |
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| NOTES | | | | | |
| Use Total Physical Response method(TPR). First, show flash cards with pronouncing it. Next, do again with doing action. If you want to know TPR more, refer to you-tube. | | | | | |

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| TASK REALISATION TITLE | | | Singing & Dancing | | |
| AIMS | | | | MATERIALS | |
| To be better able to speak simple declarative sentences by singing a English song. | | | | Audio system, audio file, stickers. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 min | Whole class | Students will be read the lyrics of a song, *‘Rain, rain go away’* once | | | Read it loudly and slowly with action once. |
| 5 min | Whole class | Students will be shown teacher’s singing the song with dance once. (Teacher model) | | | Sing the song with dance once. |
| 7 min | Whole class | Students will sing the song with dance by imitating teacher twice and more. | | | Play audio.  Sing the song with dance. |
| 5 min | Individual | Two or three volunteer students will sing it with dance in front of students.  Students will get one sticker and volunteers will get one more. | | | Play audio.  Give stickers |
| NOTES | | | | | |
| -Teacher needs to encourage students who have shy personality to participate. -If students have difficulty in singing along the song, turn off audio and sing it slowly.  -If anybody doesn’t volunteer, encourage them as reward.  -Give one sticker to everyone and one more to volunteers as reward. | | | | | |

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| POST TASK TITLE | | | Learning more. | | |
| AIMS | | | | MATERIALS | |
| To study vocabulary about weather (sunny, windy, snowy) by watching flash card. | | | | Flash cards about weather, review worksheet | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 8 min | Whole class | Students will learn three kinds of weather vocabulary (e.g. sunny, windy, snowy) more with flash cards. | | | Show flash cards.  Pronounce it with action.  Test them. |
| 2 min | Individual | Students will be handed out a review worksheet as homework. | | | Hand out review worksheet to students. |
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| NOTES | | | | | |
| Test all vocabularies by showing flash cards. | | | | | |

**Song lyrics**

Rain, rain, go away.

Come again another day

Daddy wants to play

Rain, rain, go away.

Rain, rain, go away.

Come again another day

Mommy wants to play

Rain, rain, go away.

**Flash card**

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|  |  |
| **rainy** | **sunny** |
|  |  |
| **windy** |
|  |  |
| **play** |  |
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**Review worksheet**

Listen and put the picture into the correct order. (Mother says the word)

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