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|  | | | | | | | |
| TITLE | What is my dog doing? | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Irene(Yoory Kim) | | | |  | 10-13 | 6 | 40 |
| MATERIALS | | | | | | | |
| Board, marker, computer, projector, sticky memos(post-it),worksheet | | | | | | | |
| AIMS 1. | | Ss will practice speaking skills by generating and discussing the task | | | | | |
| **2.** | | Ss will have a chance to express their ideas and feelings to others. | | | | | |
| 3. | | Ss will come up with their knowledge of language by describing pictures. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Listen Teacher’s story telling and group members | | | | |
| Speaking | | | Discuss as a group and generate language | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Lexis | | | Action verbs | | | | |
| Grammar | | | Present continuous tence | | | | |
| Discourse | | | Question and answering, Describe picture by using target verbs | | | | |
| ASSUMPTIONS | | | | | | | |
| Ss know some action verbs and how to make simple sentences. | | | | | | | |
| ANTICIPATED ERRORS AND SOLUTIONS | | | | | | | |
| If projector or doesn’t work   * use smart phone and portable projector | | | | | | | |
| REFERENCES | | | | | | | |
| -worksheet : pinterest  -present continuous video : <https://www.youtube.com/watch?v=o4X8PIMs344>  -Pictures: google search | | | | | | | |
| NOTES | | | | | | | |
| <Plan B > IF time is remained, -Making daily life schedule with present continuous tenses  -rush activity – as a team, make verbs into target tense. The fastest team will be the winner | | | | | | | |

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| Leed in | | | Action verb trees | | |
| AIMS- Purpose (Why) | | | | MATERIALS | |
| To be able to recall action verbs | | | | Sticky memos(post it) | |
| TIME | SET UP | Description of Activities | | |  |
| 6min |  | ♦ Greeting to the teacher and classmate | | |  |
| S-S | ♦ **<Action verb tree>**  -make Ss into 2 teams by 3 and let Ss choose one who is going to be tree and give Ss papers  - In 2 mins write action verbs and put these on the Ss who is tree.  - The team which has the most action verbs is going to be winner. | | |  |
| 2min |  | ♦ Check verbs which Ss come up with | | |  |
| NOTES | | | | | |
| If Ss have a difficulty of recall action verbs , Tr can help Ss with eliciting (e.g gesture or motion) | | | | | |

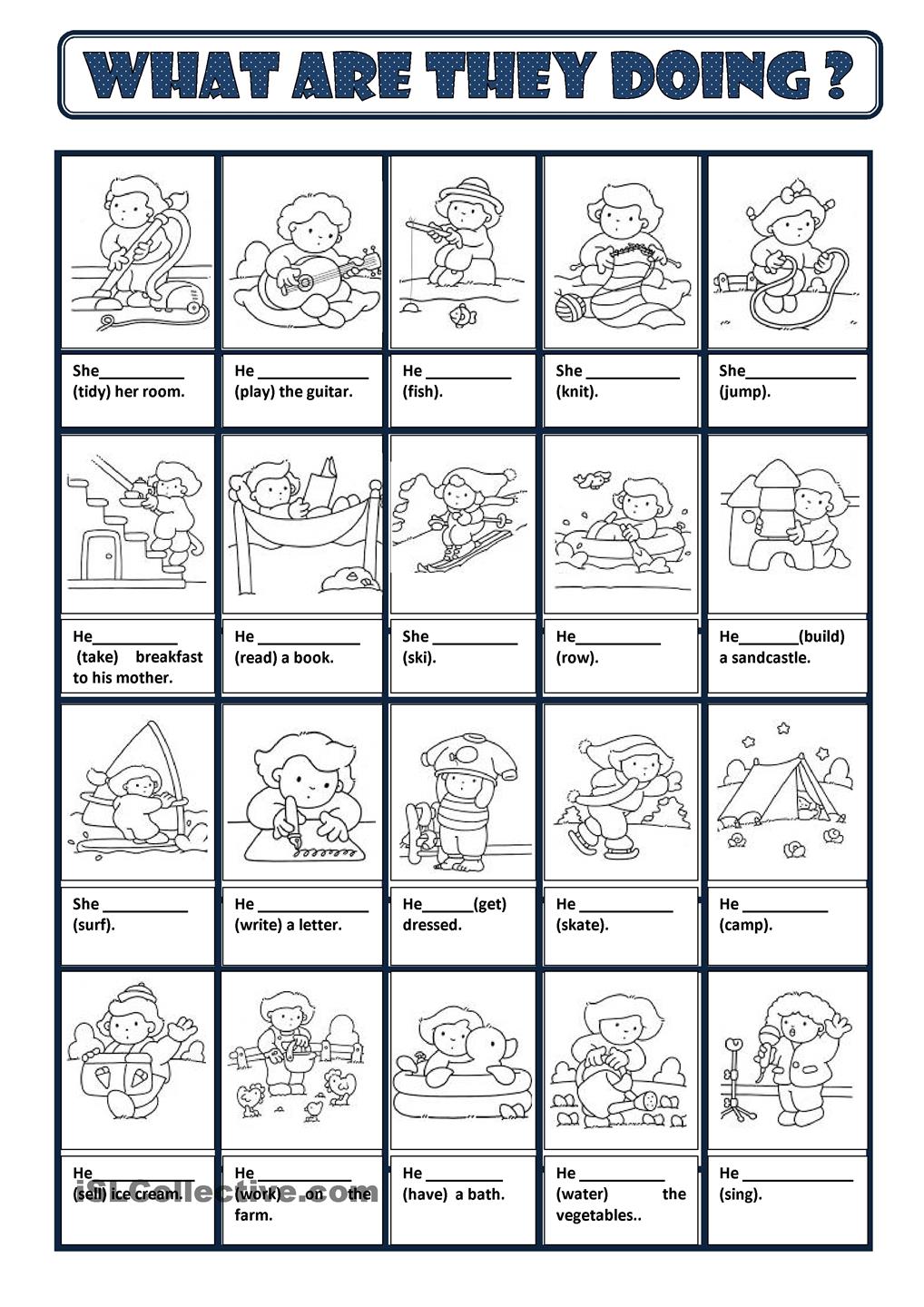
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| PREPARATION | | | Present continuous chart | | |
| AIMS- Purpose (Why) | | | | MATERIALS | |
| To have a chance to be familiar with target present continuous tense with chart | | | | Board, maker, smile and angry faces, worksheets | |
| TIME | SET UP | Description of Activities | | |  |
| 5min |  | ♦ **<Introduce present continuous>**  Make a chart with subject and verbs  Smile face check.  -when Ss have right answer – show Ss smiling face, if not, show Ss angry face. | | | |  |  |  | | --- | --- | --- | | I  You  We  He/She  It  They | am | smiling | | are | | is | |
| NOTES | | | | | |
| If Ss can’t understand pattern of making target form, practice more with smiling face. | | | | | |

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| Practice | | | Answering by target form with worksheets and video | | |
| AIMS | | | | MATERIALS | |
| To develop answering grammar form “ present continuous tense” easily | | | | Computer. Projector. worksheet | |
| TIME | SET UP | Description of Activities | | |  |
| 5min |  | ♦ Have a chance to be familiar with target verb with worksheet  ♦ after few minutes, Let Ss answer and check  **<Question>**   * What is he/she/it doing? | | | ♦ Make Ss fill the blank with discussing as a team |
| 5 min |  | ♦<watch the video>  <https://www.youtube.com/watch?v=o4X8PIMs344>  When video ask questions, pause video and let Ss answer first, then check the answer.  -question: What is he/she/it doing?  -answers 1. It is playing the keyboard  2. He is playing basketball.  3. It is dancing  4. He is eating. | | | ♦ Make Ss relax and feel free. |
| NOTES | | | | | |
| If Ss want to know more vocabulary in video or worksheet, elicit by gesture or synonym. **Plan B**-If computer or projector were not working, show them by Smartphone | | | | | |

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| Production | | | Drawing dog game | | |
| AIMS | | | | MATERIALS | |
| To come up with their knowledge about present contiuous form | | | | Picture cards, dice, board, marker | |
| TIME | SET UP | Description of Activities | | |  |
| 14min |  | ♦<Instruction and ICQ>  Draw a simple dog on the board and write the numbers  (1 by the head, 2 by eyes, 3 by ears, 4 by body, 5 by legs, 6 by tail)  There are pictures which dogs are doing something.  As a team Ss will describe pictures with present continuous form and roll the dice.  Ss can draw body part of dog according to numbers but Ss should draw head and body first.  The team which draw the dog first will be the winner. | | | ♦ introduce the rules of activity  ♦ demonstrate activity |
| 3 min |  | ♦ let Ss play activity.  **<feedback and reward>**   * Check how to describe pictures with target tense.   ♦ greet to Tr and finish class | | | ♦ check and feedback their output and encourage SS |
| NOTES | | | | | |
| Plan B - IF time is remained, -rush activity – as a team, make verbs into target tense. The fastest team will be the winner | | | | | |

Worksheets, handouts and lesson materials

Worksheet



Drawing dog game’ s pictures

|  |  |
| --- | --- |
|  |  |
| 1. It is cleaning. | 1. It is cooking |
|  |  |
| 1. It is washing his hair. | 1. It is sleeping. |
|  |  |
| 1. It is giving water to plants | 1. It is reading a book. |
|  |  |
| 1. It is driving a car. | 1. It is playing the guitar. |
|  |  |
| 1. It is listening to music | 1. It is running. |
|  |  |
| 1. It is riding a bike | 1. It is working |
|  |  |
| 1. It is drawing | 1. They are eating |

Rush activity

|  |  |  |
| --- | --- | --- |
| Team A | verbs | Team B |
| playing(e.g) | play | playing(e.g) |
|  | make |  |
|  | cook |  |
|  | clean |  |
|  | fix |  |
|  | read |  |
|  | run |  |
|  | ride |  |
|  | eat |  |
|  | sleep |  |
|  | study |  |
|  | shop |  |
|  | drive |  |