**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Selene | 200wk | Oct.19,2019 | Grammar | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Save the Earth |
| **Main Aim** | Students will learn ‘present simple tense’ for facts/states |
| **Secondary Aim** | Students will practice their speaking fluency |

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| **Materials and References** |
| **Board and colored markers, worksheets, pictures** |

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| **Student Profile** | | | | | |
| **Level** | | Elementary | | | |
| **Age** | | Children | | **Number of Students** | 2 |
| **Detail** | | Students are all native Korean. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the subject and verb agreement * Students know how to make the negative form and question | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** Present simple is used to states/facts. Students possibly confuse about when should use present simple and how to use it. Make a clear visual context and C.C.Q. 2. **Form:** Students may confuse how to use ’present simple; for facts/states. ‘ 3. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words sound stressed?” Board the stress markers in red. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about present simple is too much for students to handle in a short 35 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only a few new concepts about present simple. The remaining new language points can be presented in the next lesson. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * present the target language using a situational presentation * to be an involver type teacher | | | | | |
| **Stage Name:**Lead-in  **Purpose of this stage:**To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language. | | | | | |
| **Materials:** Board and colored markers, eraser, pictures | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2 min | T-S | | Hello everyone. How are you?    (Draw or put picture on board). C:\Users\SN\AppData\Local\Microsoft\Windows\INetCache\IE\F0F0TNC6\earth-3316984_960_720[1].png  Tell me about the pictures. Make a sentence.  ( SS will say) | | |
| **Stage Name:**Presentation  **Purpose of this stage:**Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. | | | | | |
| **Materials:** Board and colored markers, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  6 min  2 min | T  T-S  T-S | | **Board the model sentence**  : The Earth is round and I love the Earth.  **Meaning**  **CCQ**   1. Is this round? (yes) 2. Is this flat before? (No) 3. Was it round before as well? (Yes) 4. Can this shape change from round to square? (No) 5. Is this still round in the future? (Yes) 6. “The earth is round?” is the fact? (Yes)   Draw time line on board.  **Past now(present) future**   1. Do I love the Earth? (Yes) 2. “Love” is this word related to activity? (No) 3. Is this ”love” action verb or state verb? (state verb)   C:\Users\SN\AppData\Local\Microsoft\Windows\INetCache\IE\F0F0TNC6\1_NTuY6TGxepfirlSpAdx4Iw[1].png  **Form**  Look at this sentence again  The Earth is round -> What is Subject? What is verb? Ok then, what tense?  “is” present simple verb.  We are talking about fact! So no past or future tense.  And I love the Earth -> Now, what about this?  Ok! So” love” present simple tense. This is state verb and states, things that don’t change..  Let’s have look how we can change negative sentence and question  +) The Earth is round and I love the Earth.  -) The Earth is not round and I don’t love the Earth.  Q) Is the Earth round and Do you love the Earth?  **Pronunciation**  **Drill**  Listen carefully. Where is stressed?  Repeat 3 times. Conduct the drill chorally 3 times  Speak fast.  And nominate for individual drilling | | |
| **Stage Name:**Controlled Practice  **Purpose of this stage:** students practice working with the form (scrambled sentences, split sentences, select the correct form of the superlative, correct incorrect sentences, and change one form into another form). Accuracy must be checked. | | | | | |
| **Materials:** Worksheets, board and marker, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  5 min  1.5 min  2 min | T  S  S – S  T – S | | **Instructions.**  I will give you worksheets first and let’s read question together.  (SS read )  **Demonstrate.**  Everyone do Worksheet individually.  **Pair check.**  **Feedback to check accuracy. Board correct answers visually.** | | |
| **Stage Name:**Less Controlled Practice  **Purpose of this stage:** students practice working with the meaning. Accuracy must be checked. | | | | | |
| **Materials:** Worksheet, board and marker | | | | | |
| **Timings** | **Interactions** | |  | | |
|  |  | |  | | |
| **Stage Name:**Production – Freer Practice  **Purpose of this stage:**is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** paper colored pencil | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  8 min  2 min | T  S-S  S-S | | **Instructions.(Visual.)**  Talk to your partner about what we can do for the Earth. Make some poster for it.  **Students do a productive task which requires natural communication.**  **Students will explain about poster briefly.** | | |
| **Stage Name:**Wrap-up  **Purpose of this stage:**is to end the lesson on a positive note so that students feel they have achieved progress. | | | | | |
| **Materials:** None | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| **2 min** | T-S | | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  Everyone! Good job today. Do not confuse about present simple tense.  When do we have to use it? (SS answer Fact/State)  Perfect! Ok then Please write down your homework in HW sheet.  **Set homework**  Review Present simple tense and find out unbelievable fact in the world. | | |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

**Work Sheet (Answer)**

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| **Positive** | **Negative** | **Question** |
| Sunlight helps plants grow. | Sunlight doesn’t help plants grow. | Does sunlight help plants grow? |
| Lemons are sweet. | Lemons aren’t sweet. | Are lemons sweet? |
| Fish have legs. | Fish doesn’t have legs. | Does fish have legs? |
| England is in Africa. | England is not in Africa. | Is England in Africa? |
| The Earth is round. | The Earth is not round. | Is the Earth round? |

**Practice 1. Please change the form.**

**Make sure to circle with facts (not question)**

**Practice 2. In the following sentences, make corrections where necessary.**

**Find out which sentence is fact or state.**

1. I am having two brothers**. ( have / state )**
2. I am not understanding what you are saying **(don’t understand / state )**
3. The word huge is meaning very big **( means / fact)**
4. Cats is animals **(are / fact)**
5. Fish is living in the sea **(live / fact)**

**Work Sheet**

**Practice 1 : Please change the form.**

**Make sure to circle with facts (not question)**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Negative** | **Question** |
| Sunlight helps plants grow. |  |  |
|  |  | Are lemons sweet? |
| Fish have legs. |  |  |
|  |  | Is England in Africa? |
|  | The Earth is not round. |  |

**Practice 2 : In the following sentences, make corrections where necessary.**

**Find out which sentence is fact or state.**

1. I am having two brothers**.**

2. I am not understanding what you are saying.

1. The word huge is meaning very big.
2. Cats is animals.
3. Fish is living in the sea.