**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Summer | TESOL | 12/23/2020 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Superlative; Kyla is the smallest. |
| **Main Aim** | Students will learn the superlative adjectives. |
| **Secondary Aim** | Students will practice how they change the grammar in superlative forms. |

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| **Materials and References** |
| **PPT, worksheet, board and markers.** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 6-12 years old | | **Number of Students** | 5 |
| **Detail** | | Students are all Korean and have learned the basic English. They are all motivated and ready to  learn new things and happy to talk about themselves. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the subject and ‘be’ verb relationship * Students know how to make the negative form using ‘not’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** Students may find the superlatives confusing or difficult when it’s compared to “comparatives” which learned last class. Make clear CCQs to check if they have the right concept and minimize the confusion. 2. **Form:** Students may be confused when they need to change the forms by adding –est or adding others accordingly since there are many exceptions. We only focus on a few things only this time, and practice with worksheet. 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 all rules about superlatives is too much for students to handle in a short 30 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 superlatives. 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: PPT** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2 min | T | | **Show the PPT 1, first page to elicit the model sentence by referring to the situation.**  Hello class, What do you see here? Yes, they are dolls. They are called “Russian Matryoshka” How can you describe this picture? (pointing Summer) how is it? (pointing Kyla) what about this?  Students may call out the model sentence, “Kyla is the smallest” | | |
| **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: PPT, board, markers.** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  1 min  4 min  1 min | T  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  “Kyla is the smallest”  **CCQ – ask questions, and use time lines or scales where appropriate.**   1. Are these five dolls all size different? (yes) 2. Is summer is bigger than everyone else? (yes) 3. Is Binnie is smaller than Summer? (yes) 4. Is Kyla is smaller than any other dolls? (yes)   **Form – clarify the affirmative, negative, question form, or other special features.**  When do we use superlatives? (students answer)  We use it when we describe/compare the top or the bottom in the group of three or more nouns. The superlative makes the word, highest/lowest level of comparison. When you see this sentence, which part can you tell this is superlative form? The end part, adding “-est” right?  (back to model sentence) Kyla is the smallest.  (drawing on board) Subject + be V + the + superlative adjective by adding –est, or other forms. Use color marker for “the” and underline –est part.  We cannot learn every forms and rules of superlatives in this class, yet, here are simple rules, (Showing the superlative table.)   |  |  |  | | --- | --- | --- | | adjectives | superlative | | | short adjectives | the+ adj+ **-est** | smallest, biggest | | longer adjectives  (two or more syllables) | the+ **most/least** + adj | most dangerous  most exciting | | irregular adjectives | good  bad  much/many | best  worst  most |   Explanation:  1. Short adjectives: we add –est right behind the adjective  2. Longer adjective: we change the format slightly. (for the “dangerous”, we put most/least in front of the adj), exciting as well. One or more syllables, (I marked as “longer adjective” for your understanding) we add most/least before the adjectives.  3. Irregular: Similar to comparative adjectives(that we learned in last class), there are some irregular ones, examples, good, and bad. In this case, good in superlative form is the best, bad in superlative form becomes “worst”  With superlatives, we take care of group of things, and from that group, we are choosing the top of the bottom, that which one suits the adjective.  (pointing model sentence again)  How do we make this a question? (Is Kyla the smallest?)  How do we make this as a negative sentence? (Kyla is not the smallest)  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Say and gesture “Listen and repeat: [model sentence] 3 times. 2. Nominate one student for individual drilling. 3. Make special pronunciation features visible on the board, using red marker. | | |
| **Stage Name:** Controlled Practice  **Purpose of this stage:** students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked. | | | | | |
| **Materials: PPT and worksheet** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  30 sec  1 min  1 min  30 sec | T  T-S  T  S  S – S  T - S | | **Instructions. Hold the worksheet, pointing to exercise A.**  Okay, here’s a worksheet, and let’s work individually for Exercise A. Please read and choose the best answer or complete the sentences using superlatives. Later we will check the answers as a group. You have 1 min.  **ICQ.**  Do you work alone for this exercise? (Yes)  Do you continue to exercise B when you finish the exercise A? (No)  How much time do you have to finish? (1 min)  **Hand out worksheet.**  **Students do exercise A.**  **Group check.**  Okay, time is up. Let’s move seats as groups now, and you check the answers together.  **Feedback to check accuracy. Board correct answers visually.**  Checking the answers using slide. | | |
| **Stage Name:** Less Controlled Practice  **Purpose of this stage:** students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. | | | | | |
| **Materials: PPT and worksheet** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  3 min  1 min | T  S  S-S  T-S | | **Instructions. Point to Exercise B**  Turn over your worksheet, there’s exercise B. You see a table with our familiar names, right? ☺ Please make 3 sentences individually using the information in table. Of course you need to make the sentences using “superlative forms”. Work individually and then we will chat as a group. 2 mins, begin!  **Students do exercise.**  **Group Check.**  Time is up, let’s find out.  **Feedback to check accuracy.** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials: PPT** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min | T  S-S  T-S  T | | **Instructions.**  Okay now, let’s talk as class group. Please recommend or introduce this English(TESOL) class to your friends using superlative forms. You can talk freely, but make sure you include some expressions with superlatives. Let me start first.. “I’d like to mention that this class has the best students ever, and the most gentle teacher” “This hakwon is the closest from 김가네 so you can eat kimbop so easily” Will give you 30secs to think first, and later we will start our talk. We have 5 mins.  (after 30 secs) let’s begin.  **Students discuss as class group.**  **Monitor from a distance.**  **Feedback.** | | |
| **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:** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  10 sec  10 sec | T – S  T  T | | **Offer delayed corrections to the previous stage. (if there’s any)**  **“**Look at the board. Here are some sentences I heard. Tell me how to correct them**.”**  **Set homework.**  Okay, homework. Please write 3 sentences using superlative forms about your family.  **Inform students about the topic for the next lesson.**  Next time, we will continue to talk about superlatives, especially irregular forms. | | |

**Instructor’s Comments and Assessment**

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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** |  |  |