

Lesson Plan #3

Age of Learners: 3-6

Number of Learners: 4-6

Time for Lesson: 30 minutes

Focus: Daily Routines phrases	Lesson Purpose: We will be learning many phrases of daily routines. We will focus on things that they normally do in the morning and at night. Today's activities will introduce them the focused phrases that they will learn. It will also have them categorized which actions are done in the morning and which are done in the evening.

Resources and Materials:	Pictures of daily routines, tape, crayons, mobile device, story book, phrases that are printed out, Youtube songs https://www.youtube.com/watch?v=eUXkj6j6Ezw https://www.youtube.com/watch?v=eyPfpSt-SXc
Content & Language Objectives:	<ul style="list-style-type: none">· Students will understand the following phrases: wake up, wash my face, brush my teeth, comb my hair, get dressed, eat breakfast, go to school, pick up toys, put on pajamas, bath time, wash face, brush teeth, read, say a prayer, go to bed.· Students will be able to act each action out.· Students will be able to categorize them into different time.
This is what I must communicate and evaluate achievement of.	
Instructional Strategies & Learning Tasks to Support Student Learning:	I DO introduce them each phrase with pictures and words show on the board. I teach them total of 12 phrases. WE DO sing a song about daily routines and act it out together to help them remember and understand those phrases. WE DO categorize each phrase into morning and night. We discuss and help each other to decide where each phrase should be. In this process, it helps them to review everything they learn at the beginning.

<p><i>Following the Gradual Release of Responsibility Model</i></p>	<p>I DO read the story about daily routines for them to act it out. This activity helps them to pay attention to the things they learn and recognize the sound. When they are pointed, they will need to act out the phrase I read.</p> <p>THEY DO choose one of the picture to color. Before they can color, they will tell everyone what picture they choose to color.</p>
<p><i>How I will provide feedback</i></p>	<p>Feedback will be given informally to the students as the lesson is happening. They will be guided in their response to the questions. They will also be prompted the right actions or answers during the activities.</p>
<p><i>Differentiation</i> <ul style="list-style-type: none"> •<i>How I will accommodate different learning styles and levels</i> </p>	<p>This plan can be changed for different level by increasing the number of phrases that are taught in the lesson or the level of difficulties of the word. The activities can also be changed to a group discussion or make a sentence out of it. The lesson can still be taught to any learning styles and levels.</p>
<p>Assessments: <ul style="list-style-type: none"> •<i>How students will demonstrate my objective</i> </p>	<p>Formative Assessments: Students will be informally assessed on their understanding during the class activities such as singing a song, acting out from listening or participating in phrases categorize.</p>