

Lesson Plan Outline

Prepared on July 14, 2017

Class being taught: -

To be used on -

Sponsor Teacher (if applicable): -

<p>Pre-Assessment The class being taught is a beginner level class. There are about 9 students. The age range is from 6-7 years old. The students are mostly from Japan and Korea. The class is a summer program that is held in the institution.</p>		<p>Materials 9 Worksheets for everyone A real item of targeted vocabulary, which are a kite, a ball, a doll, a car. 8 Pictures of targeted vocabulary in different amount Markers</p>
<p>Course Objective To develop the speaking skill so they can communicate in English.</p>		
<p>Lesson Objective(s) – The students will be able to ... The students will be able to identify the words kite, balls, dolls and cars. They will know how to ask a question to acquire the items' amount. They will learn to answer how many are there.</p>		
<p>Overview Sing a song to break the ice, introduce 4 vocabulary, learn to ask "how many" question, learn to work with partner.</p>	<p>Housekeeping None.</p>	<p>Technology Component A C.D. player for songs.</p>
<p>Review/Development, and Time</p> <p><u>Preparation</u> I have to make copies of the chapter I will be teaching. I also have to find a real item of the words I will be teaching. Preparing the pictures for them to count when working with partners and print them out.</p> <p><u>Development</u> The class starts off with me calling them to make a circle. I introduce myself and asking their names. Then, I tell them some rules to help me maintain their attention. The rules are to maintain their eye-contact and when I talk, they listen. I start off the lesson by singing a common song to break the ice with them. Then, I will do their normal routine of spelling what day it is, and help them to spell by sounding out each letter in the word. After that, I start teaching them the targeted words by giving them the worksheet. I show them first what is what. For example, I point this is a kite. Then, they repeat after me. I do the same for all four, and after that I ask them "where is the kite?". They have to point out on their worksheet to show me if they know what a kite is. Then, as a class they help each other to spell each of the word on the board without looking at the worksheet. When we finish spelling, I will teach them how to ask "how many kites are there?" and showing them how they can practice with their partner. We do a few of them as a class first, and do it with their partner. The total time that will be used is around 40-45 minutes.</p>		
<p>Assignment/Practice Work with partner to practice asking targeted questions.</p>	<p>Philosophical Justification This is a very good lesson to help them develop vocabulary, grammar structure, and learn how to work with partners. Having them working as a class first help them to see that how it can be done.</p>	
<p>Summary Learning how to ask a question by using items that they are familiar with.</p>	<p>Self-evaluation Using songs that are more related to the topic they learn will help remember things that they learn.</p>	
<p>Contingency Plan If they cannot work well with partner, I will bring them back as a group and work together as a class.</p>		

