

# Lesson Plan Outline

Prepared on July 2017

Class being taught: -

To be used on -

Sponsor Teacher (if applicable): -

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| <p><b>Pre-Assessment</b><br/>The class being taught is a high intermediate level class. There are about 9 students. The age range is from 10-12 years old. The students are mostly from Japan and Korea. The class is a summer program that is held in the institution.</p>   |   | <p><b>Materials</b><br/>Markers<br/>9 worksheets for everyone<br/>Pictures of targeted vocabulary</p> |
| <p><b>Course Objective</b><br/>To develop the speaking skill so they can communicate in English.</p>  |   |   |
| <p><b>Lesson Objective(s) – The students will be able to ...</b><br/>To use past continuous in asking questions<br/>To use past continuous in answering questions.</p>  |   |   |
| <p><b>Overview</b><br/>Play a game to get to know targeted vocabulary, learn past continuous, use past continuous to talk about the picture, doing assessment by playing a game.</p>  | <p><b>Housekeeping</b><br/>None.</p>  | <p><b>Technology Component</b><br/>None.</p>  |
| <p><b>Review/Development, and Time</b></p> <p><u>Preparation</u><br/>Printing out the pictures of targeted vocabulary that will be used in the lesson. Make copies of the worksheet for everyone in the class.</p> <p><u>Development</u><br/>First, I introduce myself and play a short get to know you game. The game is done by standing in the circle and knowing each other name. The middle person will point to one person and that person has to sit down and the people beside the pointed person has to say another person's name as fast as they can. It is a very interactive game because they have to be paying attention to me who is a middle person. Everyone also get to remember each other names. After that, I start teaching them from the worksheet about the words about camping. I teach them those words by having discussion with them about their own experience so they are not just learning the word, but trying to relate to their personal life. After that, I teach them about past continuous by drawing a chart for them on the board. I explain it in a very simple way and ask them to contribute what they know about past continuous. I call them one by one to come out and write subjects that are used with was and were. Then, we practice using this grammar to talk about the picture that are provided in the worksheet. For example, one student has to ask "What was Jane doing when John arrived?". Another person reply "Jane was looking at the stars when John arrived." There are 8 words in the chapter and we rotate asking and answering questions. After that, I do some assessment with them on the same words and using the same grammar structure. This time I will be asking the question, and they will be called out one by one to reply me using the same structure. The picture that they will be looking at is my own pictures that I find.</p> |   |   |
| <p><b>Assignment/Practice</b><br/>They have to answer questions using past continuous on the targeted topic of the lesson.</p>  | <p><b>Philosophical Justification</b><br/>The activity does not always have to be a game, but it has to be a little challenging because the kids at this age like to compete. Moreover, past continuous is a very hard grammar structure to use. I think by teaching them and have many different kinds of activities to review it is helpful for them.</p> |   |
| <p><b>Summary</b><br/>Using past continuous to communicate about the pictures that are provided.</p>  | <p><b>Self-evaluation</b><br/>Should construct a different kind of assessment such as worksheet.</p>  |   |
| <p><b>Contingency Plan</b><br/>If there is time left, I would have them create their own sentences</p>  |   |   |

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| about their life using past<br>continuous. |  |
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