

# Lesson Plan

Topic: **“there be” structure**

Subject: **English**

Level: **1D** (18 students)

Duration: **70 minutes**

## **Prior knowledge:**

Students are able to identify is/ was/are/were in there be structure

## **Teaching objectives:**

Upon completion of the lesson, students are able to:

- 1) learn new simple words related to classroom environment (e.g. table, computer, blackboard)
- 2) make simple sentences with there be structure

## **Teaching resources:**

- 1) PowerPoint
- 2) worksheets

**Teaching strategies** adopted in the lesson:

### **-Questioning**

A good way to build up communication between teachers and the students at the beginning.

### **-Task-based strategy**

The students with dyslexia are weak in reading, writing and spell words. Therefore, by finishing tasks is a good way to encourage them to take part in class and help them solve their problems. Thus, it helps to develop students' comprehensive of there be structure and making their own sentences. In addition, the group tasks with the game will promote every student to participate in communication activities.

### **- Cooperative Learning Strategy**

To learn how to collaborative with others and exchange their ideas to finish the tasks.

### **-Good Behavior Game (Barrish, Saunders, and Wolf,1969)**

- 1) Through observation, the most frequent discipline problems of students are talking out of turn, chatting, playing, distraction. And the reward rules are set to cultivate their positive behaviors through their supervision and team awareness.
- 2) This game is designed to promote on- task classroom interactions and reduce discipline problems.

### **-Enhance Ss' motivation**

- 1) By using Ss' familiar objects to arouse their interests and improve their classroom performance
- 2) Through reward systems, Ss can be motivated and pay more attention to the class

### **-Formative Assessment**

Pupose: The teacher can know and what the students know and what the students do not know

\*Abbreviation: T means teacher and S/Ss means student/students

<b>Time</b>	<b>Steps</b>	<b>Strategies</b>	<b>Purposes</b>	<b>Teaching Activities</b>	<b>Materials</b>
10 min	Lead-in	<b>Motivation</b>	<b>Arouse Ss' interests.</b>	1. T shows Ss a video which shows the time lapse of a classroom and ask Ss students to find the difference	- Blackboard - PowerPoint

s			<b>Recall prior knowledge</b>	<p>between two pictures of the classroom.</p> <p>2. T waits for Ss answer and see if answers are related to the question.</p> <p>3. T will then base on the same pictures and ask the Ss to fill in the blank of two questions: (if needed, options can be provided)  i.e. There _____ a map in the room  There _____ some books in the room.</p> <p>4. T will ask Ss to volunteer to answer the questions.</p> <p>5. After Ss tried, T will explain the use of “be” in the sentence based on different situations (ie. present/past; single/plural)</p>	
5 min s	Intervention	<b>Good Behavior Game</b>	<b>Encourage a cohesive learning environment</b>  <b>Strengthen Ss’ motivation</b>	<p>1. T will introduce a new game using point system for the rest of the class, clearly state the rules of rewards and consequences. The winners will get surprised presents.</p> <p>2. T will then split Ss into different groups and start the game</p> <p>*While the task, T will observe Ss’ behaviors and mark the points of each group.</p>	- PowerPoint
15 min s			Vocabulary Learning	<p>1. T points to a picture of classroom and asks students to brainstorm.</p> <p>2. T will handout worksheet 1 where Ss will choose from multiple choice to fill in the blank of the answers. (Note:</p>	- PowerPoint - Blackboard - Classroom Objects - Worksheet 1

	While -task	<b>Task-based</b>		<p>there may be more than one answers)  i.e. There _____ (is/are) a _____ (<i>insert picture of classroom object</i>) in the classroom.</p> <p>3. After some time, T will guide the Ss through the worksheets and check answers with Ss.</p>	
30 min s		<b>Cooperative Learning</b>	Application of Activity	<p>1. T will give Worksheet 2 to Ss and have Ss built their own sentences with “There be” in the group. The more the better.</p> <p>2. Sentences should be written on the worksheet and Ss will be asked to present their sentences after group work.</p> <p>3. T will emphasize teamwork and guide Ss with peer support. As every one of them may be chosen to speak, teams will earn points for good performance.</p> <p>4. Given sufficient time for Ss. T will walk around and observe which Ss are more able or less able.</p> <p>5. T will randomly choose 1 or 2 students from each team (either more able or less able Ss, depends on situation).</p> <p>6. Praises and feedback from T for each speakers and points to the teams.</p>	Worksheet 2
5 min s		Formative Assessment	Summary and review	<p>1. T will give a recap of the topic classroom and go over the vocabulary words learnt.</p> <p>2. Given another picture of classroom with “There be” sentences.</p>	

				3. Ss are asked to identify if the sentence is True or False. Ss who answer first earn points for the team.	
5 min s	Post-task		Data Collection	1. T will give Ss a questionnaire/survey of today's lesson. <i>A. Ss will fill in the questionnaire/survey and T will collect it after completion.</i> <i>B. T may find several Ss to have an interview if needed.</i>  2. T will announce the winning team and distribute presents.	- PowerPoint - Questionnaire - Presents