

● ● ● Lesson Activity Resource Pack for Taipei County
Elementary School English Teachers

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Name of Activity: Unit 4:J K L

Target learners: 2^{ed} graders

Time required: 40 minutes

Aims

1. Read correct phonogram of J , K , L.
2. Read new words *Juice . Kiwi . Lemon.*
3. Write J , K , L , j , k , l on the correct position on the whiteboard.
4. Write the alphabet according to the teacher's elicitation.
5. Say the words learned before.
6. Use the sentence pattern "Show me your _____!" answers the thing which is assigned by the teacher.
7. Get the correct thing which is assigned by the teacher.
8. After getting the assigned article, answers the teacher with the sentence pattern "Here it is!"

Materials required & pre-lesson preparation

whiteboards , a pointer , flash cards of alphabets and words , answer cards , question cards , food models or pictures , worksheets , pieces of snowflake for the bonus of group competition

In class procedure

Warm up:

Review alphabets , phonogramrhyme taught before:

- (a) Ask students whether they remember the three letters taught last week.

*Do you remember that we learned three letters last week?

- (b) Put flashcards and phonogram cards of J , K , L on the blackboard. Students repeat them after the teacher.
- (c) Put flashcards of *juice , kiwi , lemon* on the blackboard.
Students repeat these words and item (a).
- (d) Review the rhyme taught last week by TPR teaching theory.

Presentation:

1. Writing J , K , L , j , k , l correctly

- (a) Demonstrate the correct way of writing J , K , L , j , k , l.
- (b) Draw lots to pick up students. Ask them come to the stage and write J , K , L , j , k , l on the whiteboards.



2. Game: Writing alphabets at someone else's back!

- (a) Separate the blackboard into six areas for the usage of answering. Stick answer cards on different answer areas.
- (b) Go to the end of each group. Tell the last group member the pointed alphabets.
- (c) After hearing that teacher says: "Go!", students start to write alphabets at the back of previous group member. The first group member has to write what he got on the blackboard
- (d) Turn those answer cards to the front and check answers of each group. Plus snowflakes for excellent teams.

Practice:

Sentence patterns:

Show me your _____!

Here it is!

Review

- (a) Use flashcards and food models to review the sentence pattern: **Show me your _____!**
Ex: When the teacher raises a book, students have to answer "**Show me your book!**"
- (b) Go around the classroom at random, and says, for example, "show me your bag!" The nearest student has to raise his bag and reply: "**Here it is!**".

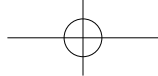
Presentation:

Game: Hit the monster!

- (a) Two groups come to the stage at one time. Group members take turns to do the competition.
- (b) The teacher says, for example, "**Show me your cake!**"
Students have to take out the cake model and answer: "**Here it is!**"
- (c) The group which got more points than the other is the winner.

Follow up

- (a) Give students worksheets and explain how to accomplish them.
- (b) Students finish worksheets.



Worksheet

Class: 201 Name: _____ Number: _____

1. Read and circle the right picture.

(1) Show me your guavas.



(2) Show me your eggs.



(3) Show me your bananas.



(4) Show me your hamburger.



(5) Show me your cake.



2. Fill in blanks.

(1) _____ in my tea.



(2) _____ brown to see .



(3) _____ good for me.

