

**Designer:** Vivien Chen 陳曉青 / 三重國小

**Name of Activity:** Plural 's' (Transportation)

**Target learners:** The third graders

**Time required:** 40 minutes

**Aims**

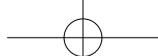
1. Students know the meaning of plural and know how to add plural to vocabulary
2. Students become familiar with new words in English

**Materials required & pre-lesson preparation**

Teacher's flash cards, posters, dice, chalk, blackboard, magnet, self-made TV, tape recorder, tape, cartoon magnet, a bottle of spray.

**In class procedures and follow up**

No.	Stage	Procedure	Props	Time
1	Review /Warm-Up	※greet the students		1
2		※music section: play music to attract students attention. Turn the background music from loud to mute. (This stage both attracts attention and constructs an artificial learning environment)	* tape, * tape recorder	3
3		※Ask students what sounds they heard (invite students to use the previous knowledge of a car, a bus, a motorcycle. This stage is revision.) ※Stick the cards on the blackboard ※Put up the poster	* poster * Teacher cards	3
4	Presentation and Practice	※Story telling: Jeff and Jenny are walking on the street, first Jenny saw a car, she asked: What is it? Jeff answer: It's a car. And later on comes a bus, a bike etc. and later on Jenny asked how to say there are many car 's'... ※Introduce today's topic: plural -'s' ※Ask students to close their eyes to listen to the sound of 's'. ※Ask students to repeat the 's' sound.	* black board * picture cards * magnets * a bottle of spray * hands	3



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

5		<ul style="list-style-type: none"> <li>※ drill all the new vocabulary using Teacher Cards (stick the teacher cards on the blackboard)</li> <li>※ Use gestures to introduce vocabulary</li> <li>※ ask students to demonstrate the plural 's' eg. TPR – trains (two or more students come out)</li> <li>※ Hand clapping to reinforce memory of the vocabulary.</li> <li>※ Using self-made flash cards to reinforce spelling of the vocabulary</li> </ul>	* Teacher cards	2
6	<b>Presentation and Practice</b>	<ul style="list-style-type: none"> <li>※ Practice the target sentences and the new vocabulary. What are they? They are _____.</li> <li>※ (if time allow, I shall introduce dice game to reinforce their learning)</li> </ul>	* flash cards * black board (draw a girl and a boy using speech bubbles)	5
7		Touching game: Two teams compete to touch the right cards on the blackboard. {reinforcement period}	* flash cards * blackboard	4
8		<ul style="list-style-type: none"> <li>※ TPR activity: two teams compete to do the right gesture when they hear the new vocabulary. Teacher counts the score.</li> </ul>	* Teacher cards * blackboard * cartoon magnet	3
9		<b>Open Your Books</b>	<ul style="list-style-type: none"> <li>※ Open their books: ask students to open their book. First read those new vocabularies. Then the new sentences. ( Since there is no textbook, I will put up posters)</li> <li>※ Homework: Matching activity (match the pictures with the new vocabularies).</li> </ul>	* blackboard * posters * photocopies
10	<ul style="list-style-type: none"> <li>※ Computer assisted language learning. – reinforce the 's'</li> </ul>		computer	<b>(5-10)</b>
11	<b>Extension</b>	<ul style="list-style-type: none"> <li>※ YES or NO activity Teacher checks if students have followed the lesson or not. The teacher will read out the flashcard, students use YES or NO gesture. (young children do not easily focus on the lesson, so use it when students are lacking focus during the lesson or before the end of lesson to let them anticipate next lesson)</li> <li>※ listening activity</li> </ul>	* blackboard * magnet * flashcards * tape * tape recorder	<b>(2)</b>
12		<i>The End</i>	<ul style="list-style-type: none"> <li>※ Good-bye, good-bye, see you next time. (use gestures)</li> </ul>	

**Note: Extension does not count in total 40 minutes**