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Name of Activity: PET DAY

Target learners: the second semester of the third grade

Time required: 120mins

Aims

1. Be able to **recognize, read, and write ABCs.**
2. Learn and be able to use the sentence " **This is my_____.**" to introduce his/her own pets.
3. Learn and be able to **ask " Is this your_____?" and answer "Yes, it is. / No, it isn't."**
4. Learn to **listen to and read the stories.**
5. Learn to sing and chant and **be glad to play games with classmates.**
6. Learn to share their experiences.
7. Learn **daily talk** and **classroom TPR.**

Materials required & pre-lesson preparation

Materials required:

Textbook, workbook, pictures of a pet, flashcards, CD player, toy hammers

pre-lesson preparation:

- a. Words : fish / bird / cat / dog / turtle
- b. Sentence pattern : Is this your bird?
Yes, it is. / No, it isn't.
- c. Song : Is This Your Cat?

In class procedure

1. Warmer-Talk about your pet

- a. The T introduces his own pet.
Ex: 1. What pet do I have?
2. Is my pet big?
3. Guess what I usually do with my pet.
4. What colour is my pet?
- b. The T invites the Ss to talk about his/her pet
Ex: 1. What pet do you have?
2. Is your pet big?
3. What do you usually do with your pet?
4. What colour is your pet?

2. Review

The T shows the cards (fish, bird, cat, dog, elephant, hen, lion) on the blackboard, and uses the sentence patterns to review the animals that we learned in Book 1(the first semester of the third grade).



T : What's this?

Ss : It's a(n) bird.

T : Do you like birds?

Ss : Yes, I do. / No, I don't.

T : What do you like?

Ss : I like birds.

3. Listen and say.

a. The T shows the dialog poster on the blackboard and tells the story on the poster in English.

b. The T asks some questions during the story.

Ex: 1. What does Chuck have? What does Beth have?

2. What animals can you see?

3. Can you see a dog?

4. Is the dog running?

5. Is the cat big? Is the dog big?

6. How many animals can you see?

7. What animals do you like?

8. Do you like cats?

c. The T plays the CD (1:16) of the dialogs and explains them.

d. The T reads the dialogs aloud, and the Ss follow him/her.

e. The Ss finish page 9 of the workbook.

~the first class~

4. Presentation.

a. The T shows the animal cards (fish, bird, cat, dog, turtle) on the blackboard and says the sentences below. Then the Ss repeat after the T.

Ss : What' that?

T : This is my fish.(bird, cat, dog, turtle)

Fish, f-i-s-h, fish, fish, fish.

Bird, b-i-r-d, bird, bird, bird.

Cat, c-a-t, cat, cat, cat.

Dog, d-o-g, dog, dog, dog.

Turtle, t-u-r-t-l-e, turtle, turtle, turtle.

This is my fish. Fish, f-i-s-h, fish, fish, fish.

This is my Bird, b-i-r-d, bird, bird, bird.

This is my cat. Cat, c-a-t, cat, cat, cat.

This is my dog. Dog, d-o-g, dog, dog, dog.

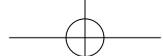
This is my turtle. Turtle, t-u-r-t-l-e, turtle, turtle, turtle.

b. The T plays the CD (1:17, 1:18), and lets the Ss say it with the CD.

5. Practice

a. **Touching game** :The T divides the whole class into some groups. Then the Ss ask "What's that?". When the T says "This is my bird. ", the Ss touch the right animal card. The fastest one is the winner.

b. **Matching game** : The T mixes these animals flash cards and cover them on the board. Each four students make a group, and each group has to match these 5 pictures with their 5 words on the blackboard. The groups that takes the least time is the winner.



6. Production

- a. **Pair Work** : Every two Ss make a pair and use their cards and the sentence pattern to play. One asks, and the other answers.

S1: What's this?

S1: It's a fish.

S1 : How do you spell fish?

S2 : F-I-S-H

- b. The T plays the CD (1:19), and the Ss finish the practices on page 10 of the textbook.

- c. The Ss finish page 10 and page 35 of the workbook.

~the second class~

7. Warmer-Is this your bird?

- a. **Guessing Game** : The T draws an animal card and covers it on the blackboard. Then the T uses the sentence patterns to review the animal words.

T : Is this your bird?

Ss : Yes. / No.

- b. The T plays the CD (1:20), and lets the Ss say it with the CD.

- c. **Practice** : The T shows an animal card and asks "Is this your bird?". Then the Ss answer "Yes, it is. / No, it isn't."

Ex: T with a "bird" card : Is this your bird?

Ss : Yes, it is.

T with a "bird" card : Is this your turtle?

Ss : No, it isn't.

- d. **Pair Work** : Every two Ss make a pair and use their cards to play. One asks, and the other answers.

e. sing a song:

e1. The T writes some simple questions about the song on the blackboard.

e2. The Ss get into their group and answer the questions.

e3. The T plays the song.

e4. The Ss listen and sing the song "Is This Your Cat?" on page 13.

e5. The Ss get into their group and design actions for the song.

e6. The Ss show their actions, and then they vote for the best group.

- f. The Ss finish page 11 and page 18 of the workbook.

~the third class~

Follow up

Favourite animal survey

The Ss go home to ask their family members about the questions on the handout that the T delivered and share their information with each other in the next class.

Ex : 1. What's your favourite animal?

2. What colour is it?

3. What can it do?

4. Is it big or small?