

FUTURE HOMES LESSON

Name: ANTHONY SMITH
Date: DECEMBER 25TH, 2017
Lesson Focus: SPEAKING, READING, WRITING, LISTENING, VOCABULARY, GRAMMAR, FLUENCY, CREATIVE THINKING
Level: A1-A2
Age group: 6TH GRADE – GENERAL ENGLISH
No of students 30 STUDENTS
Length: 40 MINUTES

Lesson Objective: TO ENABLE STUDENTS TO DESCRIBE THE ROOMS IN THEIR HOMES. STUDENTS WILL BE ABLE TO ASK QUESTIONS ABOUT EACH OTHER’S HOMES. THEY WILL LEARN ABOUT TECHNOLOGICAL ADVANCEMENTS IN THE HOME THEN CREATE AND PRESENT THEIR OWN FUTURE TECHNOLOGY TO THE CLASS.

Target Language: WHAT’S IN THE _____ (KITCHEN, LIVING ROOM, ETC.)? THERE IS/ARE A _____ (MIRROR, TABLE, BED, ETC.) IN THE (KITCHEN, LIVING ROOM, ETC.).

Target Vocab: LIVING ROOM, KITCHEN, BATHROOM, DINING ROOM, BEDROOM, BASEMENT, ATTIC, OFFICE, CLOSET

Materials: PPT, PENCIL, PAPER, BOARD MARKER

STAGE/TIMING	STAGE OBJECTIVE	TEACHER’S ACTIONS	STUDENTS’ ACTIONS	T/S RATIO & INTERACTION	ANY COMMENTS YOU WISH TO MAKE TO CLARIFY OR JUSTIFY WHY OR HOW YOU ARE CHOOSING TO DO THIS PARTICULAR STAGE.
WARM-UP/ REVIEW 2 MINUTES	Reduce students’ affective filter	<ul style="list-style-type: none"> Go over the instructions- Students are to guess what the zoomed in picture is Help students brainstorm possible solutions 	<ul style="list-style-type: none"> Discuss with a partner what the image may be Volunteer their guesses Compare their reasoning and guesses with other students. 	80/20 CW/PW	<p>This warmer is meant to get students thinking in English</p> <p>By asking the students easy questions that they are all capable of answering, they will feel more comfortable and confident.</p> <p>When discussing their answers with other students, they are talking about their ideas in a communicative way.</p>

<p>PRESENTATION/ PRE-TEACH LANGUAGE & GRAMMAR</p> <p>7 MINUTES</p>	<p>To teach and practice the grammar and vocabulary the students will be using (There is/are _____ in the _____).</p>	<ul style="list-style-type: none"> • Helps students describe what they see in the pictures (e.g. bed, sofa, sink, table). • Elicit what room best fits the image (kitchen, bedroom, etc) • Ask students to talk about their own rooms (what they do there, what is in their rooms) • Introduce the next set of rooms • Have the students implicitly deduce the grammar patterns • Repeat for the remaining vocabulary 	<ul style="list-style-type: none"> • Volunteer answers to the teacher. • Repeat vocabulary • Learn the grammar formula 	<p>50/50 CW</p>	<p>This stage is meant to present the new grammar structure to the students.</p> <p>The students are guided to discovering the rule themselves through examples and the formatting of the statements on the PPT.</p> <p>When the students are repeating, the teacher should check pronunciation and grammar mistakes. Be sure the students are correctly stressing and adding emphasis when needed.</p> <p>Miming the words can be used for any difficult vocabulary or actions.</p>
<p>1ST PRACTICE ACTIVITY</p> <p>(CONTROLLED)</p> <p>4 MINUTES</p>	<p>Enable the students to practice speaking the new grammar and vocabulary.</p>	<ul style="list-style-type: none"> • Describe the situation- there is a blackout and different characters are hiding in the house; answer where they are. 	<ul style="list-style-type: none"> • Tell where the character is hiding in the house. 	<p>10/90 CW</p>	<p>Continue checking pronunciation and grammar. This is meant to be a silly game to help the students have fun and relax while adding repetition.</p>
<p>1ST PRACTICE ACTIVITY (PART 2)</p>	<p>Enable the students to practice speaking the new grammar and vocabulary.</p>	<ul style="list-style-type: none"> • Introduce making questions using the form 'What's in the _____?' 	<ul style="list-style-type: none"> • Copy the teacher when being explained the directions for the activity. 	<p>20/80 PW/CW</p>	<p>Students are presented with the question form of the target language.</p>

<p>(CONTROLLED)</p> <p>5 MINUTES</p>		<ul style="list-style-type: none"> Instruct the students how the next activity will be played- What's in the bedroom? There's a mirror in the bedroom. 	<ul style="list-style-type: none"> Describe the images and ask their partners the question. Work in teams and fix each other's mistakes 		<p>Demonstrating how to use the grammar at a basic level will help build their confidence.</p> <p>There are many ways the teacher can perform concept check questions with this activity. Making sure students are using the correct adjectives and asking them to speak in full sentences.</p>
<p>2ND PRACTICE</p> <p>(SEMI-CONTROLLED)</p> <p>8 MINUTES</p>	<p>To practice reading skills, prediction, reading comprehension</p>	<ul style="list-style-type: none"> Introduce the class to the story. Instruct them to read and go over any pronunciation issues or words that need explaining 	<ul style="list-style-type: none"> Copy the teacher's directions Participate in reading the story Answer the comprehension questions 	<p>30/70 CW</p>	<p>This task is meant to reduce the student's dependency on the target language patterns.</p> <p>This activity is also meant to work on reading skills and predicting stories.</p>

<p>3RD PRACTICE (FREE PRACTICE) 12 MINUTES</p>	<p>To practice using the target vocabulary and grammar without any help from outside sources.</p> <p>Giving the students the opportunity to use all of the new information in a fun, creative, and communicative way.</p>	<ul style="list-style-type: none"> Review the story and talk about some new innovations in technology for the home. Ask the students to brainstorm their own ideas for the rooms of the future Assign each group a specific room and ask them to work as a team to create their own future technology. Monitor all groups and check for understanding and comprehension 	<ul style="list-style-type: none"> Repeat after the teacher. Get into groups Work as a team to design a technology for their specific room Write four sentences about the room & invention Present to the class 	<p>10/90 GW</p>	<p>This activity also ties the entire lesson together (describing different rooms and what can be found in them)</p> <p>While monitoring the students, take note of any mistake and go over them with the class as a whole, instead of singling out a single student.</p> <p>This is also a chance for students to work on their writing skills.</p>
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FEEDBACK /
REVIEW

2 MINUTES

<p>Go over the common mistakes made in the class.</p> <p>Reinforce the new grammar learned.</p>	<ul style="list-style-type: none">• Review the grammar learned in the class.• Be sure to go over all of the forms of the grammar and cover the common mistakes.• Ask students if they have any questions.• Possibly have students compare each other's presentations amongst themselves.	<ul style="list-style-type: none">• Copy the teacher one last time repeating the new grammar	<p>75/25 CW</p>	<p>This stage is meant to wrap up the class and give closure.</p> <p>Students may also wonder about spelling changes, what the grammar tense is called, or the grammar formula. I would tell them the information at this point (if they ask) so they are not confused by the terminology.</p>
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**HOMEWORK
(OPTIONAL)**

5 MINUTES

<p>To consolidate the skills and language practiced from the lesson</p>	<ul style="list-style-type: none">• Ask the students to create a list of 5 different futuristic inventions for the classroom (or a room they didn't work on)• Present your picture to the class during the review portion of the next class.	<ul style="list-style-type: none">• Create an image of two people and five sentences that compares the two	<p>IND</p>	<p>Rather than using a fill in the blank worksheet, I gave the students a creative assignment that isn't too difficult (everything they need to know was learned in the class). Furthermore, the students will be able to use the homework for review in the next class.</p>
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Teacher : Anthony Smith

School : Wensheng Elementary School

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MATERIALS