

E-I-F Lesson Plan

Name Hyo sung (Amy)	Title or explanation How often do you do exercise? (Survey about health habits)	Time 60 minutes
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Level/Age Low Intermediate/ 6 th grade in elementary school
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<p>Language focus</p> <p><u>Target language:</u> Frequency statements and question (“How often do you?” / “I # times a day/ week/month.”)</p> <p><u>Specific language skill focus:</u> speaking and grammar (some reading and little writing)</p> <p><u>Culture:</u> N/A (doing a survey – asking / answering with opinion and how to do this appropriately without being rude.)</p>

<p>Student learning objective and assessment activity</p> <p>By the end of the lesson, SWBAT make statements about and answer the questions using adverbs of frequency. (i.e. “How often do you?” / “I # times a day. /week. / month.) by conducting a group survey about ‘daily life’. And they will be able to share and present the findings after doing a survey.</p>
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<p>Ongoing assessment</p> <p>Students will use lexis to describe actions such as (brush your teeth, exercise ,take a shower, drink milk, etc.), understanding of meaning will be assessed through the ‘Bang!’ game and sentence puzzle, as students gain confidence from authentic task such as Less or More game and survey activity will allow students to internalize and use the target language.</p>

<p>Students’ background knowledge and abilities in relation to the topic of the lesson</p> <p>Most of the students will be familiar with action verbs and adverbs of frequency used to ask daily routine in a survey, such as once a week, twice a month, three times a year etc...</p>
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<p>Challenges and solutions</p> <p><u>Challenges:</u> Using actions verbs and adverbs of frequency to do a survey may be still new language for some lower students.</p> <p><u>Solutions:</u> I will give lower level students opportunities for participating in the game activities with their group members; for example the lower learners would have chance to say even simple words and copy their language use after the more experienced learners.</p>

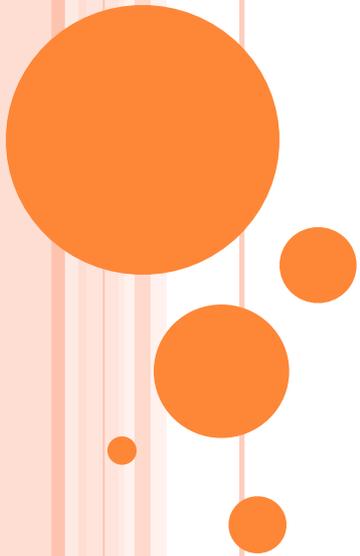
Steps	Stage s	Time	Procedure	Interactio n	Activity purpose
1	E	4	<p><u>Motivation: Catch the target sentence (Material: video clip)</u></p> <p>1. T greets Ss and starts focusing on target language.</p> <p>2. T shows Ss a short video clip ‘How often do you...?’ to reflect the target expressions Ss learned (from the beginning to 0:51 – just for 51 seconds). T asks Ss about what they heard from the video clip and write the words or sentences which Ss answered.</p>	T-Ss Ss-T (whole/all)	<p>(1) Motivate interest in class (2) Reflect the last lesson (3) Establish rapport, friendly atmosphere (4) Find out what Ss heard from visual material (5) Listening before speaking</p>
2	E-I	4	<p><u>Review the target sentence (Material: white board)</u></p> <p>1. T mentions the target expressions that Ss learned last lesson with writing on the board.</p> <p>2.T asks Ss to read them loudly and repeat after T. (Pattern Drill)</p> <p>Q: How often do you make your bed? > A: I make my bed 2 or 3 times a</p>	T-Ss (whole/all)	<p>(1) Ss first exposure to target language (2) Ss focus on target expressions (3) Learn and repeat question and answer forms to build-up target expression (4) Intro of topic</p>

			week.		
3	E	5	<p>Build-up the vocabulary (Material: PPT)</p> <ol style="list-style-type: none"> 1. T shows each picture on PPT and asks students to guess and say an action verb. 2. If students are hard to guess some action verbs, T elicit the words with describing the pictures. 3. T writes the words which students say correctly on the whiteboard. 4. T gets students to drill the words with the pictures and tell the meanings of them. <p>* action verbs which T can writes on the board</p> <p>a) brush your teeth b) exercise c) take a shower f) drink milk</p> <p>d) clean your room e) wash your hands g) eat fast food</p>	T-Ss Ss-T (whole/all)	(1) Check usage of action verb(initial assessment) (2) Build-up the vocabulary on the whiteboard (3) Have students apply lexical items with visual materials (4) Learn and repeat the vocabulary to match with the meaning
4	E-I	8	<p>Words for describing actions: 'Bang! game' (Materials: PPT , Word cards)</p> <ol style="list-style-type: none"> 1. T shows a picture about the daily life and elicits the words with the cards. 2. T explain Ss how to play this game with directions on PPT. <p>* How to play</p> <ol style="list-style-type: none"> a) Make a group of 4 students. b) Spread the cards on the desk. c) Do 'rock-scissors-paper' and find an order in each group. d) The first student picks just one card and shows it to your group. e) And then, you should say it the card, if you do not, you can't have the card. f) If you pick 'Bang!' card, you lose your all cards. g) Remember! You should take turns. h) The student who has the most cards is a winner! <ol style="list-style-type: none"> 3. T models with Ss and sets a time limit for 5 minutes. 	T-Ss (whole/all) Ss- Ss (groups) Ss-T (whole/all)	(1) Checking to see if Ss are ready to acquire the action verbs being taught (2) Have students apply lexical items with visual and tactile materials (3) Group work puts Ss at ease (4) Listen and read the cards to match lexical item with the meaning (5) Ss review vocabulary in a fun (6) Create opportunities for peer learning (7) Competition for motivation (8) Repetition increases chance that low level Ss will learn target vocabulary.
5	E-I	9	<p>Sentence Puzzle (Materials: word puzzles and white boards)</p> <ol style="list-style-type: none"> 1. T gives each group a set of word puzzles and a small whiteboard. 2. T reads a sentence and Ss listen to the sentence carefully. 3. After talking with group members, Ss unscramble the word puzzle to make the sentence as fast as they can. 4. A student of a group which is the fastest comes to the front and put complete sentence puzzle on the whiteboard. 5. T gives one point the fastest group in each round. (T should adjust the number of sentence depending on a given time) 6. The group which has the highest points will get stickers. <p>* Example sentences which Ss can make on the board</p> <p>a) I wash my hands six times a day. b) I eat fast food twice a week.</p> <p>c) I drink milk five times a week. d) I brush my teeth three times a day.</p> <p>e) I take a shower four times a week. f) I clean my room once a week.</p>	T-Ss (whole/all) Ss- Ss (in groups)	(1) Student interest – Ss are initially focused on a meaningful task, Not language (2) Visual/ Tactile/ Kinesthetic learners accommodated (3) Group work puts Ss at ease (4) Provide another chance to practice structure of target language (5) Create opportunities for peer learning (6) Competition for motivation (7) Controlled group play the game to create comfort and safe
6	E	5	<p>Checking Question Form (Material: white board)</p> <ol style="list-style-type: none"> 1. T asks Ss to read the sentences that Ss made on the board. 	T-Ss Ss-T	(1) Ss are given a chance to clarify

			<p>2. T elicits the question form with the sentences (guessing that some of the Ss are already familiar with the form): How often do you _____?</p> <p>3. The sentence cards (in Sentence Puzzle activity) as prompt and board as support when pairs practice question and answer.</p> <p>4. T asks Ss to choose the two or three sentence cards for drilling.</p> <p>5. Ss practice the simple dialogue with pairs: A asks the question using the pattern chosen and B answers the question.</p> <p>6. T goes around the classroom to check Ss' errors.</p>	(whole/all)	<p>the question form (2) Recycle and repeat target language with visual material (3) Encourage Ss to elicit the question form from the statements (4) Create opportunities for peer learning (5) Help develop confidence to speak (6) Permit silent period during simple dialogue (7) Repetition increases chance that low level Ss will learn target language.</p>
7	I-F	8	<p>Less Controlled Practice : Less or More game (Materials: PPT)</p> <p>1. T shows a picture about the daily life and asks Ss to read the question in PPT.</p> <p>2. T explain Ss how to play this game with directions. * how to play</p> <p>a) Look at the picture. b) Guess how often teacher does the activity. c) If you guess correctly, you get a point. d) If you guess wrong, T will say: a little more often, much less often, etc. e) Then, the next team guesses. f) Try to guess until you find the right answer!</p> <p>3. T asks each group to take turns answering for a question and use adverbs of frequency.</p> <p>4. T elicits a full sentence for each question.</p>	T-Ss Ss-T (whole/all)	<p>(1) Ss are given a chance to clarify adverbs of frequency (2) Providing opportunities to practice saying the target vocabulary in a less controlled exercise (3) The game adds a fun element to learning and helps to motivate Ss to learn adverbs of frequency (4) Assess if students are ready to use the target language fluently (5) Practice will help Ss develop confidence to do next task(survey) (6) Learning styles accommodated: visual</p>
8	F	11	<p>Group Survey (Materials: PPT , Survey paper)</p> <p>1. T hands survey sheets out to Ss.</p> <p>2. T asks Ss to practice the expressions to do survey. (Pattern drill) Q: Can you help me with the survey? > A: Sure. / Of course. / Yes, I can.</p> <p>3. T shows Ss a survey template and explains how to do survey with PPT.</p> <p>4. T reads each question and Ss repeat after T.</p> <p>5. T models task with Ss and sets a time limit for 5 minutes.</p> <p>6. Ss mingle with group members and ask questions and record answers. (T asks Ss not to move to other groups. Ss do survey only with their members in each group.)</p> <p>*questions for doing survey</p> <p>a) How often do you drink milk? > I drink milk _____ a week. b) How often do you exercise? > I exercise _____ a week. c) How often do you wash your hands? > I wash my hands _____ a day. d) How often do you take a shower? > I take a shower _____ a week. e) How often do you clean your room? > I clean my room _____ a week. f) How often do you brush your teeth? > I brush my teeth _____ a day.</p> <p>7. T monitors the survey as students do speaking and listening for fluency</p>	T-Ss (whole/all) Ss- Ss (in groups)	<p>(1) The activity provides an authentic purpose in using the target language: to find out about the opinions of other classmates. (2) Minimize target language support (3) Communicative purpose (4) Assess learning objective (5) Safe and comfortable environment to put Ss at ease (6) Learning styles accommodated: visual/ tactile/ kinesthetic</p>

9	F	6	<p><u>Sharing the survey (Materials: PPT , Survey paper, color pencils)</u></p> <p>1. T asks Ss to present their findings from the surveys and draw graphs with members.</p> <p>2. T notices Ss some instructions when they present.</p> <p>*expression for presenting the findings : _[Name]_ __[activity]__ _#_ times a day. / a week./ a month.</p> <p>4. T gives each group chance to share their ideas.</p>	<p>T-Ss Ss-T Ss- Ss (whole/all)</p>	<p>(1) Communicative purpose (2) Opportunity for outcome feedback (3) Assess learning objective</p>
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REVIEW THE WORDS!





**How often do you brush your
teeth?**



How often do you exercise?



• **How often do you
take a shower?**



**How often do you
drink milk?**



**How often do you
clean your room?**



How often do you wash your hands?



• **How often do you eat**
• **fast food?**