Sujay Pais

Teaching plan for Monday

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| Group: 2 | | | | Date: March 26 | | | | | Time: 10:20~12:00 | | | | | No. of students:28 | | |
| Recent topic work: Lesson 2: Whose vest is this? | | | | | | | | |  | | | | | | | |
| Aims: Teach lesson 2 vocabulary, do work book exercises and practice dialogues in the text | | | | | | | | | | | | | | | | |
| Objectives: How to pronounce words, practical use of the new words and grammar, reading and writing | | | | | | | | | | | | | | | | | |
| Class profile | | | There are 28 students in the class. 15 boys and 13 girls. They are grade 5 children. They have already studied lesson 1 in previous class and are familiar with vocabulary and syntax of that lesson. | | | | | | | | | | | | | | |
| Time | | Stage | | | | Aim | | Anticipated Problems and solutions | | | Procedures | | Interaction | | | Material | |
| 10:20~10:35 | | Practicing Phonics | | | | I will teach the phonic sound related to vocabulary | | P: all Ss may not be able to remember the sounds  S: try to find out the weak students and help them to get the sounds correctly | | | I will pronounce the words and then randomly ask students to repeat the sound of the phonics. | | ask them some words related to those sounds | | | none | |
| 10:35~10~50 | | vocabulary presentation | | | | to help them remember the words and understand their meaning | | P: difficult to teach possessive pronouns  S: Chinese translation | | | write words on the black board and show the real things to children | | ask every student to recognize the real thing such cap, shirt, vest and jacket | | | cap, T-shirt, vest, jacket | |
| 10:55~11~10 | | Syntax practice | | | | The difference between questions ‘whose’..and ‘Is this’… | | P: confusion of when to use  S: ‘whose’ is to be used when we ask group of people  ‘is this’ is to be used when we ask individuals | | | Explain ‘whose’ and ‘is this’ in Chinese and teach the respective ways of answering those questions. | | Ask students to form questions and practice it in their groups using the new vocabulary. | | | none | |
| 11:10~11:20 Break | | | | | | | | | | | | | | | | | |
| 11:20~11:40 | writing | | | | practice writing and remembering vocabulary | | P: some Ss still may not have understood the meaning  S: go around and check while they write | | | Ask them to do the exercise on page 15 and 16 | | check their book when they write answers | | | Hello Darbie ! Student book page 15 and 16 | | |
| 11:40~11:55 | listening and reading | | | | Put the audio recording of the dialogues on page 11,12,13,14 | | P: Ss may not be able to understand it when they listen to the first time  S: play two or three times | | | play 3 times:  1st time they listen  2nd and 3rd times they pronounce it along with the recording sounds. | | At the end pick up few student to read the dialogues | | | none | | |
| 11:55~12:00 | Review and conclusion | | | | review all the vocabulary and the syntax | | P: some students still may get them  S: encourage them to practice at home | | | ask them to read the words from the black board | | ask if they have any doubts | | | none | | |

Vocabularies: Cap, Jacket, T-shirt, Vest, Her, His, My, Your

Syntax: Whose \_\_\_ is this? It is Tony’s \_\_\_ /It’s Tony’s \_\_\_\_ Is it Tony’s \_\_\_? Yes, it is. No, it is not. /it’s not

Phonic related to the vocabulary: a= in Cap and Jacket 3:= in T-shirt, her i= his ai=my