

ES/JHS

Lesson Planning





I want you to make an activity for Class 1-1.

Check and Clarify

'I want you to make an activity for Class 1-1?'

- *What are you being asked to do?*
- *What do the students already know?*
- *What specifics are you being asked to focus on?*
- *How much time will you be given?*
- *When will you be doing it?*





The students are on page 99.
Please review the grammar.
You have 15 minutes at the
start of class.

What: Review grammar on page 99

When: Start of class

Length: 15 minutes



Page 99:
Present continuous.
I am verb+ing.

What: Review present continuous

When: Start of class

Length: 15 minutes

What resources are available?

- Textbook
- Altopedia
- Own resources
- Other ALTs

Learn Verbs with Disney Characters

Flashcards

This is just some flashcards to learn verbs. You can use these for playing Keyword game, memory game,..etc. Have fun teaching!

Submitted by [komajesty](#)
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Estimated time: 5-8 minutes
Inspired by [Disney Present Continuous Verbs \(Progressives\)](#)

Files:
Medium files
[Disney Verb Flashcards Present Continuous.docx \(4.08 MB\)](#)
[Disney Verb Flashcards Updated.docx \(3.89 MB\)](#)

[Junior High School](#) [Elementary School](#) [Speaking](#) [Reading](#) [Simple Present](#) [Present Continuous](#) [Vocabulary Review](#)

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What: Review present continuous

When: Start of class

Length: 15 minutes

Resources: Flashcards

Designing the Activity:

- What skills do I want them to be using?
 - Speaking and Listening
- How do I facilitate this?
 - Groups of 3 or 4
 - Competitive - get them hooked and engaged at the start of class.
 - Pacing? - Fast and repetitive to embed grammar structure.
 - Accessibility - Something the students can pick up and do.

Activity - Charades:

1. Sts in groups of 3 or 4. 1 deck of flashcards per group facedown.
2. RSP to decide P1.
3. P1 takes a card and mimes the verb.
4. Other players race to guess the verb being mimed.
5. 1 point to the correct guesser.
6. Mime rotates to next player.
7. Repeat until time is up.
8. Winner is player with most points.



Adaptations:

- *How can I adjust the difficulty?*
- *How can I bring in other skills? (Writing, Reading)*
- *Will this work with my class? (Too noisy? Too shy?)*
-



Adaptations:

- *No speaking, guessers race to write answers in notebooks or on whiteboards.*
 - *Level up by requiring full sentences. Running - He/She/They are running.*
- *Instead of miming, PI says the present tense verb, the other players race to say or write the present continuous.*
 - *Invert it. PI says present continuous, other players race to say or write present tense.*
- *PI must describe the verb on the card but cannot use the verb on the card.*

Other players attempt to guess the verb.

 - *Provide groups with a clue sheet of verbs to make things easier.*



What: Review present continuous

When: Start of class

Length: 15 minutes

Resources: Flashcards

Activity: Charades

Sequence:

- *Quick review of grammar structure (3 mins)*
 - *Provide example on board - I am running.*
 - *Elicit sentences for He, She, They, You etc. to check.*
- *Modelling activity (3 mins)*
 - *Have students done this before?*
 - *How many times will you model?*
 - *Can the students model?*
- *Set up (2 mins)*
 - *Getting into groups.*
 - *Giving out cards.*
- *Doing the activity (5 mins)*
- *Wrap up (2 mins)*
 - *Move back to own desks.*
 - *Check/Reward winners.*

The Pitch

- Take your JTE through what you plan to do.
- The more information you can provide the better received it is likely to be.
- Have adaptations ready to go in case of push back. 'It's too difficult.'



Post Class:

- *Well done you delivered your activity. Now what?*
- *Review how it went:*
 - *What worked well?*
 - *What might need adapting for next time?*
 - *What did the students get out of it?*
 - *What could you refine?*
- *Take what you have learned from the experience and apply it to the next time.*



What if I am asked to TI?

You can still apply these principles. Even if you aren't given any direction from your JTE:

1. Establish the objective of the lesson.
2. Look at the materials and resources available to you.
3. Break down the structure of the lesson.
 - Review previous content.
 - **Present** the objective/vocabulary/grammar point.
 - **Practice** with a structured activity. Something quick, vocab or grammar used repeatedly.
 - Check understanding.
 - **Produce** with an activity requiring more student input. Something where they have to think and use what they know.
 - Check again and consolidate lesson objectives.

How do we adapt this for elementary school?



Check and Verify stays the same!

- *What are you being asked to do?*
- *What do the students already know?*
- *What specifics are you being asked to focus on?*
- *How much time will you be given?*
- *When will you be doing it?*

Make an activity.
Students know the words
but need review.
Focus on verbs (vocab).
10 minutes.
Thursday, start of class.



Planning

- focus on grammar, vocab, or both? Speaking, listening, writing or reading?
- generally use a narrow scope- one grammar point, one vocabulary set
- set time for review of the grammar/vocab before the activity (or check if that is already a part of the lesson)
- keep in mind that ES students have a shorter attention span (2-3 min per year of age) and take a very very long time to write anything
- plan ahead any resources you will need (have a backup in case tech fails)
- make it fun, fun, fun! That doesn't just mean games, it's also means teaching them about other countries and giving them interesting activities to do



What: Practice verbs

When: After greetings and chants.

Length: 10 minutes

Resources: Students' picture dictionaries, tiny flashcards, online textbook

Activity: Charades (Gesture Game)

1. Review vocab using the online textbook (or picture dictionaries) (2 min)
2. HRT and ALT demonstrate (1 min)
3. Make groups and hand out small flashcards (1 min)
4. Students play charades for 2 minutes (2 min)
5. Students count how many cards they made it through (1 min)
6. Students play again (2 min)
7. Students count how many cards they made it through (1 min) - if their time improved they win!

Make an activity.

Students know the words but need review.

Focus on verbs (vocab).

10 minutes.

Thursday, start of class.

What if I'm asked to TI!?

- the ES lessons generally follow very close to the textbook
- if you are unsure, ask the teacher for the teacher's copy and follow the recommended lesson plan
- if you are confident, you can move things around/take things out/add things in to better suit your students
- ****If you are not comfortable being TI please speak with your supervisor****
- *****Even if you are TI, you should never be left alone with the students!*****

