

Lesson Plan Template

Name Eunseol Kim	Title or explanation Where are the superheroes?	Time 50 minutes
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Level/Age
Beginner (Age 9-11)

Language focus

Target language: Practice using prepositions of places in the question (Where are/is the Hero(s)) and answering form (Hero is preposition the place.) *see below*

* vocabularies

Hero ; Iron man, Spider-man, Jack-Jack, Mr. Incredible(Bob), Violet, Dash, Elastic Girl(Helen), Elsa

Place; building, tree, bus, train, bridge, car

Preposition; next to, on, under, behind, in , in front of

*Question and answering form; Where are/is the superhero? -> Hero is preposition the place / I am preposition the place.

Specific language skill focus: preposition of place(grammar) and speaking

Culture: N/A

Student learning objective and assessment activity

By the end of the lesson, students will be able to demonstrate the preposition words in sentences such as asking forms “Where are/is the Hero(s)?” and answering questions in a complete full sentence with prepositions using “Hero(Spider-man, Jack-Jack, Mr. Incredible(Bob), Violet, Dash, Elastic Girl(Helen) is prepositions (under/in/on/next to/behind/ in front of) the place (building, tree, bus, train, bridge, car)” by playing finding game in the city scene.

Ongoing assessment

Comprehension check question

By using the animation effects on PPT, wait for students to answer the question. Then, teacher show the language on the power point.

Students' background knowledge and abilities in relation to the topic of the lesson

- 1.All students have learned when to use the plural and singular form.
- 2.All students have learned third person singular form of verb. (He is/she is)
3. All students have learned negative and positive answering forms. (Yes, No)
4. All students have background knowledge of places.
5. All students have learned the school objects.

Challenges and solutions

Challenges: Some students might understand the concept of preposition words but, some may be confused with using a preposition in a complete sentence and question format.

Solutions: In order to make students learn to use a preposition in a complete sentence and questions format, students will be practicing in many situation by using target languages.

Steps	Stages	Time	Procedure	Interaction	Activity purpose
1	E	7	<p><u>Set up the context and expose the target language (Flashcards, PPT)</u></p> <ol style="list-style-type: none"> 1. T greets Ss and start introducing the context(Spider-man is looking for superheroes to save the world. Ss will be the partners of Spider-man to find heroes. Tell Ss to make sure to pay attention very well so that Ss can be ready to find the heroes) 2. <u>Show the flashcards of Heroes</u>, and let Ss know that they need to find “Spider-man”, “Jack-Jack”, “Mr. Incredible(Bob)”, “Violet”, “Dash”, and “Elastic Girl(Helen)” with Spider-man at the end of our lesson. 3. Ask Ss if they have a favorite hero from the lists (warm- up question). “Who is your favorite hero? “ 4. Tell Ss if you want to find someone, you can ask the following question. Have Ss repeat after T. “ <u>Where are the heroes?</u>” 5. <u>Show the places using prepositions.</u> By telling Ss “ A hero might be in the “car”, / on the “building”/ under the “bridge”/ next to the “tree” / in front of the “train” or behind the “train” or... bus! 6. Find one hero together. T will demonstrate the question with Ss. T will be saying “ We will find the Dash first.”-> “ if you want to know that, what do you say? -> “Where is Dash?” 7. T answers to the question. -“ Dash is in front of the train.” 	T, T, T-Ss, T-Ss, T, Ss-T	1)To set up the context, teacher will be explaining the situation why they need to find the heroes. To give Ss a motivation. 2)Expose the target languages.- Heroes 3) Warm up question. 4) Expose the target sentence (question form). 5) Expose the target language - places 6) To elicit natural conversation, have Ss ask a question and 7) T expose the target sentence (answering form)
2	E-I	4	<p><u>Story telling & Recognition drill and Structure Repetition drills (ppt)</u></p> <ol style="list-style-type: none"> 1. Explain the basic concept of the prepositions in the story 2. T will be emphasizing on saying and miming the prepositions during the storytelling. (One day, Spider-man was looking for the Incredible family in the city. He used his binocular to look at the heroes. Jack-Jack was under the tree. Helen sat next to the Jack-Jack. Bob was on the bridge and then went under the bridge. Violet was in the bus. Suddenly, Dash appeared in front of the bus and moved behind the bus. 	T	1)Watch and follow the model by listening to the story.2) Ss will be learning the preposition words through the story. It is to listen before speak the target language.
3	I	4	<p><u>Simple Substitution drills (ppt)</u> “Before finding other heroes, we need to practice asking a question and answer” Practice to use “next to” and “on” with question and answering format</p> <ol style="list-style-type: none"> 1. T tell Ss to ask question by using miming to elicit the question format. “where is Jack-Jack?” 2. T points to a picture and Ss use in structure to answer to the question. <p><u>Conversation Drill</u></p> <ol style="list-style-type: none"> 3. T use a blank space for a word to be filled out from Ss. 	T-Ss	T points to a picture and Ss use in structure to answer to the question. (Simple Substitution drills PPT) (Conversation Drill)

4	I	4	<p>Simple Substitution drills (ppt) “Before finding other heroes, we need to practice asking a question and answer” Practice to use <u>“under “ “in”</u> with question and answering format</p> <ol style="list-style-type: none"> 1. T tell Ss to ask question by using miming to elicit the question format. “where is Violet?” 2. T points to a picture and Ss use in structure to answer to the question. <p>Conversation Drill T use a blank space for a word to be filled out from Ss.</p>	<p>T points to a picture and Ss use in structure to answer to the question. (Simple Substitution drills)</p> <p>(Conversation Drill)</p>
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Steps	Stages	Time	Procedure	Interaction	Activity purpose
5	I	4	<p>Simple Substitution drills (ppt) “Before finding other heroes, we need to practice asking a question and answer” Practice to use <u>“in front of “ and “behind”</u> with question and answering format</p> <ol style="list-style-type: none"> 1. T tell Ss to ask question by using miming to elicit the question format. “where is Bob?” 2. T points to a picture and Ss use in structure to answer to the question. <p>Conversation Drill 3. T use a blank space for a word to be filled out from Ss.</p>	T-Ss	<p>T points to a picture and Ss use in structure to answer to the question. (Simple Substitution drills)</p> <p>(Conversation Drill)</p>
6	I	8	<p>Situation Cards - ACTUALLY We can be the hero as well. (Situation card, Name tag) <u>Using six preposition words.</u></p> <ol style="list-style-type: none"> 1. T will hand out the blank name tag stickers to all students. 2. Have student make their own hero name. 3. Students randomly pick one special power card out of the bag. 4. Write down their hero names on the table (table can be changing depends on number of students) 5. Have students decide to pick one place in the classroom. (only the place that describes prepositions of place - under the table, on the chair, next to, in, behind, in front of) 6. *T will give a situation related to the special power. 7. Ask students “which hero do we need for the situation?” 8. T will be asking “where is (name of the hero)?” 9. Ss will reply to the question with a full sentence using the preposition. “- is on the table.” (go to *5, then repeat 4-5 rounds) <p>Great! Now we are all ready to find the other four heroes.</p>	T-Ss	<p>Situation Cards Students will be practicing with a less controlled activity. There are no specific structures, however, students will be practicing based on what they have learned during the “Encounter” and “Internalized” stages.</p>

7	I-F	7	<p><u>Practice it with whole class. Modeling before beginning free speaking activity with a small group. (a board- Poster)</u></p> <ol style="list-style-type: none"> 1. Divide the whole class into three groups. 2. They will be group A, B, C 3. Group A will be the “hero”, Group B will the “Spider-man” and Group C will be the “partner” 4. T will be explaining which direction each group will be following during this activity. 5. One student from group A will place the hero on the poster. 6. *Group B will be asking the question -> T asks Group B what question do they need to ask? If students cannot answer, T will show the miming of “where” to give a little bit of support. -> Ss will say “Where is Violet?” 7. * Group C will be answering the question.-> T ask group C how do they need to answer that question. -> Ss will say “ Violet is _ “ 8. * Group A will be confirming the question. -> T will be explaining what to do for this step. Since Group A has the role of hero, the hero will be saying where you(hero) are. -> all students can control and support each other by checking their answers -> T will show how to answer this question “ Yes, I am ____ “ If Group C did not answer correctly, Group A can say “NO, I am - (answer with the correct prep and place) 	T-Ss	<p>The controlled activity begins before free activity because it is to demonstrate before Ss do the role-play with small groups based on given dialogue.</p> <p>1)before start the role-play in groups of three students, Ss will be doing with the whole class in a bigger group to understand it clearly before they start the next activity. 6) T will show the miming of “where” to give a little bit of support 7) T ask group C how do they need to answer that question 8) All students can control and support each other by checking their answers -confirming other student’s answer-learners become a teacher</p>
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8	F	12	<p><u>Sticker board- role play (Material: a board - Poster & stickers /flashcard)</u></p> <ol style="list-style-type: none"> Groups of three students will be asking and answering questions. (3minutes for each round). T will be naming them as A.B.C during this play. Each student will get a card written a role. (hero/ spider- man/ partner) Student A will get a “hero” card first, Student B will get a “spider-man” card and Student B will get a “partner” card for the first round. <Roles and Steps of the role play > <u>Student A (hero)</u> will be placing the hero on the board. <u>Student B</u> (spider-man) will be asking questions. “ Where is the hero?” <u>Student C</u> (partner) will be answering questions. “ “ Jack -Jack is under the tree.” <u>Student A (hero) Checking person/ peer assessment</u> will be answering after student B. “ Yes/No, Superman is under the rock.” Each student will be taking turns. (3students*3minutes=9minutes) When T ring the bell (after 3mins), student A will be giving the “hero card=placing the hero” card to the Student B and Student B will be giving the “Spider-man card =ask a question” card to Student C. Then, Student C will be giving the “partner card =answer to the question” card to Student A. Once Students get to do all three roles, Ss will be stop the activity. Round 1 * Student A (hero) Student B(spider-man) Student C(partner) Round2 *Hero -> Student B Spider-man-> Student C Partner -> Student A *Round 3 Hero-> Student C Spider-man-> Student A Student -> Student B T will be walking around the classroom while Ss are doing the activity and T will write down on the board that was incorrectly said during this activity. At the end of class, T will give feedback to students. 	T-S- S-S-T	<p>With the small group of students, Ss can speak freely and not under controlled condition. This activity is role-play based on the given structure of the dialogue. This could be not a fully free activity, however, for lower level of students, giving high support could be helpful and achievable. Therefore, this activity was designed to control their speech, however, students can take turns and make new sentences by using places, prepositions, and heroes depends on the speakers.</p>
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