

# Bali Elementary School

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Lesson Plan Ref: knsh book 4	Date: 29/03/2018	Duration: 40 minutes	Grade: 4 <sup>th</sup>
Subject	English		
Topic	What do you like?		
Lesson Objectives	Students will be able to: Differentiate between singular and plural Use new vocabularies Use sentence pattern to ask and give information		
Target Vocabulary	Sentence Pattern		
Apple – apples Pear- pears Lemon- lemons Tomato -tomatoes Banana – bananas	What do you like? I like <u>bananas</u>	Days of the week Caterpillar Through Hungry Plums, strawberries, oranges	
Background knowledge	<u>Students are able to use sentence patterns:</u> I want a... May I Help You? Yes, please. I want.....		
Teaching procedure & activities	Time & Performance Code	Assessment Strategy	Teaching Materials
<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>❖ Students to watch the animated story of 'The very hungry caterpillar' by Eric Carle.</li> <li>❖ <a href="https://www.youtube.com/watch?v=75NQK-Sm1YY">https://www.youtube.com/watch?v=75NQK-Sm1YY</a></li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>❖ Teacher then asks the students what the caterpillar ate on different days.               <ul style="list-style-type: none"> <li>• Monday – 1 apple</li> <li>• Tuesday - 2 pears</li> <li>• Wednesday – 3 plums</li> <li>• Thursday – 4 strawberries</li> <li>• Friday – 5 oranges</li> </ul> </li> <li>❖ Teacher to use a hand puppet and pretend it's a caterpillar.</li> <li>❖ Students to feed the caterpillar as they name the fruits it ate. Use flashcards as fruits</li> </ul>	5 minutes 1-II-4 1-II-5 7-II-2 5-II-3  2-II-2 2-II-3  1-II-7	<p><b>Observation Assessment</b></p> <p>S to watch and listen to the animated story.</p> <p><b>Oral Assessment</b></p> <p>T gives more oral practice opportunities to the students who seldom speak out.</p> <p><b>Observation Assessment</b></p>	Whiteboard  YouTube  Caterpillar/ Green Sock  Flash cards

<ul style="list-style-type: none"> <li>❖ Teacher to emphasis the plural and singular of the fruit/s</li> <li>❖ On the blackboard, the teacher writes the words singular and plural and explain the difference. One= singular. Two or many = plural.</li> <li>❖ Students to classify the fruits the caterpillar ate, as singular and plural.</li> <li>❖ Teacher then uses real fruits to introduce todays target vocabulary (one each) <b>apple, banana, lemon, pear, tomato</b> <ul style="list-style-type: none"> <li>• Ask students if these fruits are singular or plural.</li> <li>• Classify on the blackboard, using flashcards.</li> </ul> </li> <li>❖ Teacher than add the fruits and ask what do we call them if they are more than one <b>2 apple, 2 banana, 3 lemon, 2 pear, 2 tomato.</b> <ul style="list-style-type: none"> <li>• Teacher to emphasis the words so students will get an opportunity to correct the teacher.</li> <li>• Classify on the blackboard, using flashcards.</li> </ul> </li> </ul>	<p style="text-align: center;">3-II=2</p> <p style="text-align: center;">3-II-2</p>	<p>T has students repeat the words singular and plural.</p> <p><b>Individual Assessment</b> T calls out individual S to classify the fruits.</p> <p><b>Teachers Role</b> T helps S in need to make a correction when she purposely says the incorrect word.</p>	<p>Blackboard</p> <p>Real fruits</p> <p>Flashcards</p> <p>Blackboard</p>
<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher to re-arrange the fruits in the blackboard and calls different students to come and put them in their correct side/s: singular and plural</li> <li>❖ Students repeat after the teacher: 2 apples, 3 bananas, 3 lemons, 3 pears, 3 tomatoes</li> <li>❖ Teacher introduces the sentence pattern: <b>What do you like? The answer as I like....</b> <ul style="list-style-type: none"> <li>• Use gestures to explain the question-point at the students and fruits.</li> <li>• Use gestures again when giving an answer and say: I like bananas.</li> <li>• Students to repeat the question and answer using different fruits.</li> </ul> </li> <li>❖ Teacher asks different students ‘what do you like?’, students to choose any fruits.</li> <li>❖ Teacher to give students worksheets to do individually – to make fruits into plurals and</li> </ul>	<p style="text-align: center;">1-II-9</p> <p style="text-align: center;">1-II-10</p> <p style="text-align: center;">3-II-3</p> <p style="text-align: center;">2-II-5</p> <p style="text-align: center;">2-II-6</p> <p style="text-align: center;">4-II-5</p> <p style="text-align: center;">4-II-6</p>	<p><b>Classroom observation</b> T checks S understanding from their responses on the difference from plural and singular fruits.</p> <p><b>Differentiated Task</b> <b>Higher achievers</b> write down the sentence pattern: question and answer. <b>Intermediate achiever</b> write</p>	<p>Blackboard</p> <p>Flashcards</p> <p>Worksheets</p> <p><b>Green – Higher</b></p> <p><b>Pink – Intermediate</b></p> <p><b>Yellow - Lower</b></p> <p>Real fruits</p>

<p>use the sentence pattern.</p> <p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>❖ Review the meaning of singular and plural <ul style="list-style-type: none"> <li>• Use real fruits and flashcards</li> </ul> </li> </ul> <p><b>Writing practice homework</b></p> <ul style="list-style-type: none"> <li>• Students to practice writing the new vocabulary and sentence pattern</li> </ul>	<p>5-II-3 6-II-2 7-II1 7-II-2 6-II-4 4-II6</p>	<p>down words from singular and plural and sentence pattern: I like bananas.</p> <p><b>Lower achievers</b> write down the plurals and sentence pattern: I like apples.</p>	<p>Writing practice worksheet</p>
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