

IV. Lesson Plan of the First Teaching

LESSON PLAN

Level: Ec5
Lesson: 2- *Andy and Grant*
Teaching Focus: Writing
Terminal Objective: SWBAT understand the importance of working hard and saving for the future from the modern fable *Andy and Grant*.
Materials: story central, pages 20-22
Teaching Aids: Cards, worksheet, boards, pictures
Personal Aims: Reduce TTT

Stages	Enabling Objectives	Interaction Patterns	Techniques and Procedures	Duration
Pre	SWBAT recognize the topic of the lesson by asking the student some question with some pictures	T - S	T shows some pictures and asks questions about them <ul style="list-style-type: none"> • What the story on the picture is about? • What do the ants do? • How do the ants work? • What about grasshopper, what do they usually do? • Which do you think is better, Being an ant or a grasshopper? 	5
	SWBAT understand the target vocabulary by making a sentences	S - S	<ul style="list-style-type: none"> - T elicits target vocabulary by showing some moves/act according to the vocabulary word. And then ask for 2 volunteers to read the dialogue that T had prepare. - While the 2 student read the dialogue, Ss need to stand up and do the moves every time the word came out from the dialogue. • Busy • Hardworking • Smart • Stupid • Relax 	5
	SWBAT use target vocabulary by doing an external mingle activity.	S - S	<ul style="list-style-type: none"> - T distributes a card to each Ss that filled with the vocabulary word from before. There couple of student that have the same word which mean they're in the same group. - Ss need to mingle and find their groups which is the vocabulary from before. The rules is they cannot ask by speaking but need to do the moves/act from before to find the other. - T asks Ss again what the vocabulary that they use before and rewrite it on the board and pronounce it again with Ss. 	5

Stages	Enabling Objectives	Interaction Patterns	Techniques and Procedures	Duration
	SWBAT identify the form of positive and negative of present perfect tense	T - S	<ul style="list-style-type: none"> - T writes on the board sentences from the story. - T have a big symbol of plus and minus on her hand. T asks the student to read it as raise the plus sign and after they had read it, T ask them what the negative sentences. And let the student know the use of them big symbol. 	5
	SWBAT identify and use the form of positive and negative of present perfect tense through group activity.	S - S	<ul style="list-style-type: none"> - T divides Ss into groups and each group hold on a board. T shows on the screen sentences from the story. They need to write it down on the board and divide it which is negative or positive and write the negative/positive of the sentences. - T give them time to do it. They need to complete which is faster and have the right answers. - After they finish. T discuss it together with the whole class which is the positive and the negative. - T rewrite again on the board the positive and ask for the student to tell the negative on the board as they read outloud. 	10
While	SWBAT recognize the present perfect tense that are used in the reading and the moral on the story	T - S	<ul style="list-style-type: none"> - T asks SS to read it out loud the story of Andy and Grant one by one as the other follow along. - T asks some comprehension questions about the story. <ul style="list-style-type: none"> • Who are the two characters in the story? • Why has Andy worked all summer? • What's Grant done all summer? • Why is the grant calling ants stupid? • Does Andy help Grant at the end? - T asks Ss to do the activity from activity book chapter 2, lesson 3 no.2-4 and T discusses together with the whole class. 	5 5
	SWBAT tell the chronology order of the story with pictures	S - S	<ul style="list-style-type: none"> - T presents pictures with caption on the screen which is about the story of grasshopper and ants. And also papers that contain the pictures and caption under it. T divides them to groups and make them to compete to make the story in order because it was randomly given to them. - T and Ss discuss the order of them story. 	5
	SWBAT understand more about the story by doing activity .	S - S	<ul style="list-style-type: none"> - T asks Ss do lesson 4 no.1 in groups. - T asks the groups to report their answer which is change some plot of the story. SS need to change the plot of the story of Andy and grants that already on the activity book. 	10

Stages	Enabling Objectives	Interaction Patterns	Techniques and Procedures		Duration
	SWBAT achieve the TO (Terminal Objective)	T - S	-	T asks Ss to do individually lesson 4 no 3. They need to write a different ending for the story of andy and grant in their notebook. Use the story creator that T had prepare for them. T will take a score for their writing.	10
Post	SWBAT use and recognize the moral of the story and the lesson from their own writing.	S - S		T asks Ss to take turns talking about their ending of the story. And the other giving feedback using the check form that T distribute after all of them have finish. With the form they checking if their friend ending is good or bad.	10