**LESSON PLAN**

Note: By using the [Tab] key or the mouse, the cursor will automatically move to the next box.

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| **Teacher:**  Tathia MomPremier  | **Room:**  301  |
| **Observer:** N/A | **Expected numbers:**  20 |
| **Date & Time:**  12/6/15 1:00 PM-2:00PM | **Class level:** Junior High School 3rd grade |
| **Context:** Using previous knowledge of the present continuous tense and the past continuous tense to review how they are conjugated and used. |
| **Teaching aids** Action In progress box with cards. Board, Chalk, Stickers, pictures、magnets and Gap fill sheets (one for each student). |
| **Learner objectives:** For the students to be able to use and conjugate verbs in the present continuous and the past continuous effectively. | **Personal aims:**To improve my instructions by speaking slower and clearer using repetition if necessary. |
| **Anticipated problems for students:**Students might confuse the past continuous with the past simple. | **Solution:**Review the past continuous. |
| **Anticipated problems for teacher:** Keeping class moderately quiet so that we do not disturb our neighboring classes. | **Solution:**Remind students to be mindful of our neighboring class. |
| **Procedure** | **Phase** | **Timing** | **Interaction** |
| **Greetings and I Spy Present continuous review**1. General greetings. The students are used to “How are you doing today? “I'm doing fine thank you and you?

II. I Spy Game. Briefly Explain “I spy” to students. Do the first one. Say “I spy with my little eye somebody who is taking notes, wearing, thinking… Other students will guess who it is. The person who guesses the correct person will get smiley face a sticker for their English folder. | **Engage** | **5 min** | **T-S** |
| **Review Present Continuous and Past continuous ( Blitz)**  I. Using magnets the teacher puts four pictures on the board. The teacher asks “what is going on in these pictures”. (Each picture has between 3-6 actions in it).  II. Teacher invites all students to write down 1 sentence of any action they see in any one of the four pictures on the board in the present continuous tense. . Example “A man is eating ice cream”. “A boy is doing his homework”. The teacher sets the timer for 5 minutes and makes sure that multiple pieces of chalk are available. III. The teacher then invites all of the students to convert all of the verb tenses into the past continuous tense. Example “A man was eating ice cream”. “A boy was doing his homework”. Set the time for 5 minutes | **Engage** |  **10 min** | **T-S** |
| 1. The teacher underlines all of the errors.
2. The students self-correct their answers on the board.
 | **Study** | **5 min** | **T-S** |
| **“I am playing tennis/ I was playing tennis”**1. The teacher elicits time expressions (signal words) that can be used for the present and past. “What are some signal words that signal which tense we are using in a present/ past tense sentence?”
2. The students should answer “Always, Now, yesterday, two days ago, last week, Often, at the moment, currently, sometimes…
3. The teacher selects the ones fitting for the present continuous and the past continuous and will write them down in two separate boxes. Example.
4. Box A: yesterday, last night, two days ago.
5. Box B. Now, at the moment, currently
6. The teacher asks the students to compare the words in the two boxes. “What makes Box A different from Box B?”
7. The students should give you enough bits and pieces to piece together “Box A is for the present continuous and box B is for the past continuous.”
8. The teacher will then elicit the structure (Affirmative, Negative, Question forms) for both the present simple and the present continuous from the students. Example: “How would we write an affirmative sentence telling what Ms. Ofuchi (or any student’s name) is doing right *now*”? The students would answer “Ms. Ofuchi is studying English now”. Thus the present continuous affirmative is formed: Subject + aux. verb `Be` + verb + ing. Example 2. “How would we write a negative sentence explaining that Natasha (negative) playing tennis when John came home? The students should answer “Natasha wasn't playing tennis when John came home”. Thus the past continuous negative is formed: subject + was/were + not + verb+ing.

 II. The teacher will further clarify the difference between the two selected uses of the tenses. Example.  A.We use the present continuous to talk about actions which are happening at the present moment. “I am driving a car” tells the listener that I am driving a car right now. B. We use the past continuous to talk about actions which were happening at a specific moment. “I was driving a car when she called me” tells the listener that I was driving a car at that specific moment when I received a phone call. | **Study** |  **20 Min** | **S-S** |
| **Gap Fill** The worksheet contains both the present tense and present continuous. 1. Pass out Gap fills sheets. Students have 6 minutes to do as much as they can. Ex. she ------- ----- soba when you called. (eat) Answer: eats. He ------------ a movie right now. (watch) Answer: is watching.
 | **Study** | **5 min** | **T-S** |
| **Action in Progress / Main Activity**1. Put the students into two groups. Each group on the opposite side of the room. Put the box of action cards on a table set between the two groups.
2. Select one member from each group to play Rock, Paper, and Scissors. This is to determine who starts first. The winner’s team starts first.
3. The member from the winning team randomly takes an action card from the box and reads the card to themselves, then gives it to the teacher. The teacher will say “present continuous or past continuous” or use signal words such as yesterday" or “Now”.
4. The student then mimes out the action on the card. The groups have to form a short sentence using the tense the teacher assigned. Example; “he is watching TV” or “he was watching TV”
5. The fastest team with the correct answer earns two points. The teacher will calculate the total amount of points each team received. Award the winning team with stickers.
 | **Engage** |  **15 min** | **T-S** |