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| **Theme** | Animals | **Author** | Amanda Readel | **Duration** | 45 minutes |
| **Lesson Type** | Find the Differences | | | | |
| **Title** | Are there three hippos in the pool? | | | | |
| **Description** | Students will find the differences between the picture they have and the picture their partners have. An example of the questions they will use to figure out the differences is, “Are there three hippos in the pool?” | | | | |
| **Government**  **Objectives** | 1-1-8-1 Able to listen to understand the simple sentences learned in class.  2-1-9-1 Able to use the vocabulary, phrases and sentences learned in class to give simple questions, answers and descriptions.  2-2-5-1 Able to use correct and simple English to give questions (e.g. the questions starting from who, what, when, where, how and why, etc.).  2-2-5-2 Able to give correct answers (as to who, what, when, where, how and why, etc.) to the question being asked. | | | | |
| **WALT** | The students are learning to use prepositions ask about the numbers of animals and their location in a water park. | | | | |
| **WILF** | The teacher is looking for students use the appropriate preposition based on animals location as well as the use of singular and plurals. | | | | |
| **Student Differentiation** | **High level students (HLSs)**   * There will not be any adjustments made for high-level students for this activity.   **Low level students (LLSs)**   * A help sheet with the necessary vocabulary and sentence structure will be provided to lower level students. | | | | |
| **Vocabulary** | lion, kangaroo, zebra, monkey, hippo, tiger, elephant, horse, koala, fox, pool, tree, house, slide, on, in, under, next to, in front of, behind   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | | | | |
| **Grammar/ Sentence Pattern** | Prepositions of Place  Plurals  Are there tigers under the slide? | | | | |
| **Materials and equipment** | computer, TV/projector, laminated activity cards, mini white board markers, worksheets, white board | | | | |
| **Notes** | 1. Reviewing prepositions may be done in a multitude of ways. | | | | |

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| **Time** | **Activity** | **Procedure** |
| As necessary  (0) | Preparation | Prepare activity cards and laminate them. Have four different sets prepared.  Prepare example activity cards to show on the TV/projector so students can see more clearly than the one the teacher will be holding up in the front of the class.  Prepare PowerPoint to introduce/review vocabulary as well as activity.  Prepare follow-up worksheet.  Make sure all equipment works. If it doesn’t, make sure there is a backup plan. |
| 5  (5) | Connect | Use a box and ball to review prepositions of place. Place the ball inside the box and ask for the preposition. Place the ball under, in front of, behind, etc., until all prepositions are covered. After students give the teacher each preposition, have them repeat after you to practice pronunciation.  Use the PPT to go through each animal. Elicit the word from the students and then have them repeat after you. Ask them, “What if there are 2?” Here, you are looking for them to pluralize the noun. So, “hippo” becomes “hippos.” Have them repeat after you as necessary. Continue this until the animals are finished. |
|  | Interaction  measures | Teacher will be at the front of the class eliciting prepositions and the singular and plural forms of animal vocabulary from the students through PPT. |
| 5  (10) | Activate | 1. Show the picture of the water park to the students up on the TV/projector. Quickly review slide, pool, house, and tree vocabulary to make sure they remember it as well as be aware that it will be needed. Ask them four questions and write those questions on the board. Stop after each question to get answers from the students and write it. There should be two “Are there” and two “Is there” questions. One “yes” and one “no” for each so the students can see an example of each.  Example questions.  a. Are there four koalas in the tree?  b. Are there six zebras in the pool?  c. Is there one tiger under the slide?  d. Is there one lion in front of the tree?  2. Put the prepared examples of the activity cards up on the TV screen/projector so students can see it. Have the co-teacher(partner) at the front of the class with you. Each of you will have a mini white board marker and laminated activity card.  Explain the activity.  2. The two cards that the teachers are holding are different. The goal of the activity is to figure out these differences by using the questions that you just did as a class on the white board. Each activity card has a water slide park with animals placed in different locations. One of the cards has a box on the bottom with the numbers 1-10 and a blank line next to each number. The numbers 1-10 also appear in the picture. Number 1 in the box corresponds with number 1 in the picture. The teacher with this card will be asking the questions. The other card doesn’t have a box or numbers: only the picture. The teacher with this card will be answering the questions.  3. Go through an example in front of the students. The teacher with the box on their card asks question number 1. To know which animal to ask about, find “1” in the picture and make a question for what you see. E.g. “Are there three elephants in the pool? The other teacher will listen to the question and look at their card. If there are more or less than three elephants in the pool, they must say, “No, there aren’t.” After they say no, they must then tell them how many elephants there actually are. The person that asked the question needs to listen to the answer and write what is different. For example, they hear, “There are four elephants in the pool.” Then, they need to write “four” on the blank line next to number 1. If the answer is yes, write “same” on the blank line. \*Do two or three examples, so students can get the idea.  4. When one set of cards is finished, students need to raise their hands so a teacher can come and check. If all is ok, have students erase their cards and give them a new set switching asking and answering roles. (Each set of students should finish two sets of cards so both have practiced asking and answering questions.)  5. Use comprehension questions to check the students understanding of the activity.  a. If you have the box at the bottom, do you ask or answer questions?  b. If you don’t have a box at the bottom do you ask or answer questions?  c. Where do you write answers?  d. What do you write if they are the same?  e. What do you do when you are finished?  6. Go around the room and pair up the students with the students across from them. |
|  | Interaction  measures | Teachers will be at the front of the class explaining the activity. As the explanation goes along, do comprehension checks with the students to make sure they are keeping up with how to do the activity. |
| 20  (30) | Participate | Give each set of partners their activity cards and markers and have them start. Most groups should be able to finish their first set and the second set. For faster moving students a third and fourth set have been prepared. |
|  | Interaction  measures | Students will interact with each other asking and answering questions to complete their cards. The teachers will walk around the room observing and assisting any students in need. |
|  | Consolidate | Have students erase their activity cards and bring them to their designated area. While they are doing this, put their follow-up worksheet on the TV. The follow-up worksheet has a picture of a water park with questions below it. Example question: “Is there one zebra behind the house?”  Explain to the students that they need to write the answers to those five questions. If the answer is “no,” they need to correct it. |
|  | Interaction  measures | Teacher will be in the front of the class explaining what to do. When finished, ask comprehension questions.  a. Write how many answers?  b. Can you use a pen? |
| Additional Resources | | |