

Lesson Plan

[Micro-Lesson Video Link](#)

Business/Materials	Lesson Objectives			
<ul style="list-style-type: none"> • Google Forms Quiz • PowerPoint notes • New Cutting Edge Elementary 	After completing the class activities, learners will be able to: <ul style="list-style-type: none"> • utilise articles (a and an) before nouns • implement short forms in sentences • comprehend word order in a question • apply proper word order to make questions • demonstrate understanding of Present Simple tense • write a short paragraph 			
Warm-up and Objective Discussion				
<p>Instruct students to open their emails and click on the Google Form links to take a quiz. The quiz helps recalling prior knowledge on countable and uncountable nouns, pronouns, and question words. Discuss answers. Ask learners if they want to ask about things which question words they use. Elicit questions. Question again who can tell the difference between which and what. (This will probably make the learning a bit sticky).</p> <p>Announce lesson objectives and explain their importance. Elicit importance.</p>				
Instruct and Model	<input checked="" type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
<p>Ask students, “What’s my profession?”. Elicit answers. Then, reply, “I am a teacher”. Inquire if anyone know how to tell the same sentence - faster or shorter. Elicit responses. Model the answer in short form – I’m a teacher and you’re a student – in writing and pronunciation.</p>				
Guided Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Lead students to slide 3 of the PowerPoint and asked them to write all the short forms.</p>				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
<p>Teach vocabulary of professions using pictures; for example, invite students to find the picture of a musician from the lot, and go over all the words likewise. Teach “a” is used when the first letter of a word sounds vowel and “an” for consonant sounding first letter.</p> <p>Model article rules using each of the profession learned earlier. Elicit examples. Teach word order in questions – first write a model question with the formula – then model questions as you speak and students repeats thereafter.</p>				
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Students practice question and answer describing profession in groups of two – where the first student asks, “What’s his job?” – and – the other student answers, “He/she is a” until they go over all the professions. Switch roles.</p>				
Independent Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S

Students then create four questions and their true answers about themselves that include article, profession, and short form, and proper word order. Learners compare their answers with other groups. Ask who has the weirdest question or answer among themselves.

Assessment	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
-------------------	----------------------------	---------------------------------------	----------------------------	----------------------------

Students write an eight-sentence paragraph about themselves using the guideline on slide 7. Then they record their paragraph on a mobile device and send each other for peer review using the following rubric.

Your peer has written eight sentences	1
Your peer has properly used articles	1
Your peer has made no spelling mistake	1
Your peer has used proper word order	1