

Class:FF1		Time:15+5		Session:Grammer page 105	
Aims:learn and develop new Grammer (There's/There are)		Objectives:ss will able to talk about what they can see with using There's and There're structure		Materials: flashcards , doll ,sticker,marker, colored pencil, colored paper	
Anticipated problems: ss might get confused with are and is			Solutions: teach them with flashcards and realia		
Time	Stage	Procedure		Interaction	Stage aim
3_4	E	_icebreaker:T puts ss into groups,then T says let's play "clap,spin ,catch "game .Each groups stand around a chair which is a doll on it . Whoever catch the doll faster ,will get sticker. ICQ: T acts "spin clap catch " with ss to understand if they get it or no		T_ss	To generate interest to start the class
		_lead-in: T asks one student to say two numbers,so T counts and chooses two students.T draws a basket full of fruits and says" look at the basket, there is an apple(T writes it on the board),what other things can you see in the basket ?" Then ss answer.T says "great ,so there is an apple ,there are 3 oranges "		T_ss	To make ss be ready for the grammer
6_8	S	_reading:T writes and says the number of the page and ss open their books .T shows the page and ss look.		T_ss	To mention and highlight Target language
		_highlighting: underline "There's and There're" and ss check with their partners in 30 sec. ICQ= guys how much time ?? _Clarifying: M: ss read "There's and There're"sences on page 104 F:T writes sentences on the board by color coding like : *There are books under the bed. *There's a doll on the rug. T explains are and is for ss like: *Is = for one thing are =for more than one things *Apple is - apples are. Book is - books are CCQ=what about my dolls , are or is ? P:T read the sentences and ss repeat.		Ss_ss	
		_controlled practice:T asks ss to talk and do exercise 3 in pairs		T_ss	Start the Grammer

		<p>like ask" how many rugs?There are two rugs.</p> <p>ICQ: write or talk ?</p> <p>_less controlled:ss stand up and do exercise 4 in groups write There is or There're.</p> <p>ICQ: alone or in groups?</p> <p>T during observation check and correct ss at the end.</p>		exercises
5_7	A	<p>Freer: T gives each group a pic which is a bag.ss draw school things on it. SS should talk what there's and there're in their bags.</p> <p>ICQ:draw or write?</p> <p>Error correction: T checks the ss and writes errors on the board without interruptions at the end of the time.</p>	<p>Ss_ss</p> <p>T_ss</p>	<p>SS use what they've learned</p> <p>To make sure ss have learned the Grammer</p>

Home work: