

Class: FF1		Time: 12-15 minutes	Session: Grammar-Page 49	
Aims: Ss will understand and use possessive 's to talk about ownership.		Objectives: Ss can use possessive 's to talk about ownership.	Materials:- Puppet (Munchie) - flashcards – realia : umbrella, book, teddy bear, pen, bag - Textbook (Family and Friends 1), board, marker	
Anticipated problems: Ss may omit the 's or confuse word order.			Solutions:- Use Munchie the monkey and TPR gestures to clarify meaning. – Use clear oral models and underline 's on board - Use an Encouragement Board to celebrate participation	
Time	Stage	Procedure	Interaction	Stage aim
3mins	E	Warm-up & Lead-in (3 min) - Greet Ss. Introduce Munchie - Show Munchie with a book: “what is this ?” “this is Munchie’s book “	T-Ss	Engage Ss emotionally and introduce context for the TL.
5min	S	<p>Reading and Highlighting TL: Ss open textbook page 48. T writes the number on the board and monitor Ss that all of them are on the right page and asks students to underline the (’s).</p> <p>ICQ: circle/underline – questions and(on , in , under)/all sentences</p> <p>M: Ss reads the story aloud T says where to underline</p> <p>.F: T writes sentences by color-coding</p> <p>Ss go to the next page.</p> <p>This is mom’s book .</p> <p>This is Billy ’s teddy bear.</p> <p>CCQ:T puts flashcards on the board shows umbrella this is mom’s umbrella than shows her bag and says this is teacher’s bag</p> <p>P: T reads(let’s learn more box page 49)out load students repeat</p> <p>Controlled practice:: T asks Ss to do exercise 3 on page 49. Gives Ss instruction. Reads -number one and solves with Ss. Gives Ss 2 min to write</p> <p>ICQ: write/talk – alone/with a friend? 1/2min?</p> <p>Monitor Ss then ask Ss to check in the group and then answer. If it is correct Ss clap there hands If it is incorrect Ss stomp there feet</p> <p>Less controlled practice : Ss stand up two by two ask what is this and answer it’s—’s__.</p> <p>Based on the book page 49 they hold the book and point out to an object in exercise 3 there partner will answer.</p> <p>ICQ : You do this in groups or alone ?</p>	T-Ss S-S	<p>Clarify meaning and form of TL using TPR and visuals</p> <p>Practice TL in written form; reinforce structure while encouraging expression</p>

7min	A	<p>Freer practice: T gives Ss paper to draw a family member and one object that belongs to them what they draw which has to be one of the things they have learned (ball, book, kite, pen, bag, car, umbrella) and they draw a ball on that piece of paper than stand up and say what is that thing and who does that belong to</p> <p>Error correction: Praise effort, correct 1–2 common errors on board. T will listen and at first will let students correct them selves than other Ss Then if needed T will correct the S</p> <p>Munchie says goodbye</p>	<p>Ss-Ss</p> <p>T-Ss</p>	<p>Consolidate vocabulary and comprehension.</p> <p>Consolidate learning and correct mistakes.</p>
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