

Lesson Plan

<p>1</p> <p><u>Teacher's name:</u></p> <p><u>Date:</u> 2 January 2016</p> <p><u>Time of lesson and length:</u> 7pm, 1 hour</p> <p><u>Learning aims / objectives:</u></p> <p>Help the students in improving the pronunciation of the schwa sound.</p>	<p>2</p> <p><u>Level of students:</u> Intermediate</p> <p><u>Age of students:</u> 25 – 27</p> <p><u>Class size:</u> 10</p> <p><u>Nationalities:</u> Indian</p> <p><u>Learning outcomes/ Success criteria:</u> All students should be able to pronounce the schwa sound correctly.</p>
<p>3</p> <p><u>Resources to be used:</u></p> <p>Chalkboard/Whiteboard</p> <p>Textbook</p> <p>Marker/Chalk to list schwa boards on chalkboard or whiteboard.</p>	<p>4</p> <p><u>Differentiation:</u> 2 students do not struggle with the schwa sound, the remaining 8 do struggle.</p> <p><u>Potential problems:</u> 2 students may get bored. The remaining may feel embarrassed that they are not on the same level.</p> <p><u>Strategies to deal with problems:</u> Pair the stronger students with the weaker students so they can help and encourage the weaker student.</p>
<p>5</p> <p><u>Introduction / Warmer:</u> First, I start by introducing the Schwa sound. I say it aloud in a sentence really emphasizing the Schwa.</p> <p><u>Warmer:</u> Ask the students about their evening. Did they play any games or sports? What did they have for dinner?</p>	

Lesson activities:

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TIMING	STAGE	INTERACTION	REASON FOR ACTIVITY
15 Minutes	Presentation	T-S	Schwa presentation
15 Minutes	Practice	PAIRS	Gaining skill and confidence
15 Minutes	Production	PAIRS	Putting skill to use, real world application

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Detail:

Activity 1: Start by writing schwa words on the board. Pronounce the word and underline the schwa in the word. After I pronounce the word, the students will repeat after me.

Activity 2: I put the students into pairs. Specific attention is made to pair weaker with stronger students. The students will be given a list of words with the schwa sounds and will take turns practicing the words together. I will walk around and observe and offer help when needed.

Activity 3: The students and their partner will then discuss their favorite music/movie/games. The students can use the textbook but emphasis is put on pronouncing the schwa sound correctly as they are conversing. I continue to monitor and offer help and guidance when needed.

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Reflect and cooler: Ask the class how it went and if they have any questions. Ask if they found out anything interesting about their partner.

Cooler: Ask the students about their evening plans. Ask the students if they have any sports, plays or events they are involved in. During the cooler I'll be paying attention to if see the schwa sound improved.

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Extension strategies: If the students find they have run out of options to talk about or are having difficulty they may reference the textbook and read sentences out of there.

Homework:

I have uploaded records

I Advise students to lis

Students should then c

