

# Lesson Plan

Micro Lesson Video Link: [https://youtu.be/\\_6T9skx4w5I](https://youtu.be/_6T9skx4w5I)

Business/Materials	Lesson Objectives			
<ol style="list-style-type: none"> <li>1. Pencil,</li> <li>2. The picture book <i>The Very Hungry Caterpillar</i>, paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will read and understand the story <i>The Very Hungry Caterpillar</i>.</li> <li>2. <u>They will recognize</u> the past tense for “be” and “eat”.</li> <li>3. They will write some sentences using the structures from the story.</li> <li>4. They will demonstrate their skills by creating their own story.</li> </ol>			
Warm-up and Objective Discussion				
<ol style="list-style-type: none"> <li>1. Have ss review the words they have learned. List all the words on the board and group them by the category: numbers, the days of the week, and the names of the fruits.</li> <li>2. Show ss a picture of eating and have students guess the meaning: eat.</li> <li>3. Model the sentence: Today is Monday and on Mondays I eat three apples.</li> <li>4. Have students make their own sentences by using the same structure.</li> <li>5. Have students share with their partner. Call a few students to share their sentences in class.</li> <li>6. Ask students where the butterfly comes from. Tell students today we will listen to a story describing how a caterpillar feeds himself and then changes into beautiful butterfly. Tell them to listen to the story carefully and they will need to retell the story, and at last, they will create their own story.</li> </ol>				
Instruction and Model	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<ol style="list-style-type: none"> <li>1. Upload the story pictures into a ppt file. Divide students into groups of 3 students.</li> <li>2. Assign each student in the group a job: narrator, writer, editor. Teacher shows each picture briefly, then the narrator creates a sentence based on the picture, the writer writes down the sentence on a piece of paper, and the editor makes any change on this sentence.</li> <li>3. Each group tells about their story in class.</li> </ol>				
Guided Practice	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<ol style="list-style-type: none"> <li>1. Tell the story using the picture book. Show the cover first, and ask students what it is. Read the first page. Then ask students what will happen next, what day is after Monday, what will happen next, what kind of fruit the caterpillar will eat and how many it will eat.</li> <li>2. Do the same thing for each page of the story.</li> </ol>				

### Grammar Instruction

1. Point out “ate” in the story and ask students why they are not “eat”. After students came up with some ideas, then tell students that everything happens before now is past, and we should use past tense in our speaking and writing. Ask students to find out all the “ate” in the story. Ask students make their own sentences using “ate”.
2. Point out “was” in the story and ask students why they are not “is, am, or are”. Do the same steps as for teaching “ate”.

### Independent Practice

 R W L S

1. Have the students work in group to create their own story. They will do the following activities:.
  - a. Brainstorm ideas how they should create their story. Discuss for which audience their story are.
  - b. Mind-web the structure of their stories.
  - c. Outline their stories with more details.
  - d. Write the first draft of their stories and create a gallery wall for their stories.
  - e. Each group walk through the gallery and make comments on other groups’ stories.
  - f. Each group work together to finish their final draft.

### Assessment

 R W L S

1. Have each group create posters for their stories.
2. Present them in class.