

## Grammar Picnic 3

### Sample Daily Plan

#### (Grammar Picnic 3: Day 9, Unit 8)

<b>Activity</b>	<b>Page</b>	<b>Duration</b>
Review & Check Homework	SB pp. 34 & WB pp. 14~15	5 min
Warm-Up & Introduction	SB pp. 38	10 min
Main Activities	SB pp. 39~40	15 min
Wrap-Up	SB pp. 41	5 min
Checking For Understanding	Online Unit Test Sheet	8 min
Assign Homework & Closure	WB pp. 16~17	2 min
<b>Duration of Class: 45 minutes</b>		

## Sample Lesson Plan (Grammar Picnic 3: Day 9, Unit 8)

- **Target Unit :** Unit 8 Simple Past : Positive
- **Learning Objectives :**  
Students will learn how to form the simple past tense.
- **Duration of Class :** 45 minutes
- **Materials and Resources:** Student Book 3, Workbook 3, Online handout

	Activity	Page	Duration
<b>Review &amp; Check Homework</b>	<b>1. Greeting</b>		5 min
	<b>2. Review</b> -Review the chart at the top of page 34. <i>Ex) T: I watch TV ... every day.</i> <i>(Point at any student)</i> <i>S1: I watch TV every day.</i> <i>T: I am watching TV ... right now.</i> <i>(Point at another student)</i> <i>S2: I am watching TV right now.</i> <i>T: He jogs on Saturday.</i> <i>How about for "right now"?</i> <i>(Point at another student)</i> <i>S3: He is jogging right now!</i>	-Student Book p. 34  -Workbook pp. 14~15	
<b>Warm-Up &amp; Introduction</b>	<b>3. Check Homework</b> -Check students' homework (Workbook pages 14~15)		
<b>Warm-Up &amp; Introduction</b>	<b>4. Warm-Up &amp; Introduction</b> 1) Have students review your reading of the chart on page 38, making sure they note the proper pronunciation of the <b>-ed</b> endings (stress the <b>-ed</b> endings). <i>Ex) T: walk, walked</i> <i>          dance, danced</i> <i>          stop, stopped</i>	-Student Book p. 38	10 min
	2) Have students repeat the words on the chart.		
	<b>5. Extension Activity</b> <b>[Pick It Up!]</b> a. Prepare four flash cards (-d, -ed, -ied, Double the Consonants + -ed). b. Put all four cards on a table. Gather all the students around the table. c. Divide the class into 3 groups. d. Choose a verb from the grammar chart and state it to the groups.		

	<p><i>Ex) T: Cooked!</i></p> <p>e. Have any team member raise a hand to choose the correct card, which in this case would be the <b>-ed</b> card.</p>		
<b>Main Activities</b>	<p><b>6. Exercises</b></p> <p><u>WARM-UP</u></p> <p>1) Have students do the WARM-UP exercise on page 38. Be sure to check each student's work.</p> <p><u>PRACTICE</u></p> <p>1) Have students do the PRACTICE exercises on pages 39 and 40. Be sure to check each student's work.</p> <p><b>7. Extension Activity</b> <b>[Chain Sentences]</b></p> <p>a. Sit in a circle with all students. b. Say a simple sentence from page 39 or 40 but use the simple <b>present</b>. <i>Ex) T: My father waters the flower.</i></p> <p>c. Have the student to your left repeat your sentence and then say the same sentence but using the simple <b>past</b>. <i>Ex) S1: My father waters the flower. My father water<b>ed</b> the flower.</i></p> <p>d. Repeat: choose and say another sentence from either page using the present. Then have the next student (to the left of the previous student) repeat your sentence and also state it in the simple past.</p>	-Student Book pp. 38~40	15 min
<b>Wrap-Up</b>	<p><b>8. Wrap-Up Exercises</b></p> <p><u>WRAP-UP</u></p> <p>-Have students look at the comic strip and talk about the situation. <i>Ex) T: What are they doing? S1: They're reading a storybook.</i></p> <p>- Have students do both WRAP-UP exercises. Be sure to check each student's work.</p>	Student Book p. 41	5 min

<b>Checking For Understanding</b>	<b>9. Unit Review</b> <u>Online Unit Test Handout</u> -Handout the online unit test sheets to the students and have them take the test.	-Online Unit Test	8 min
<b>Assign Homework &amp; Closure</b>	<b>10. Assign Homework</b> -Assign Workbook pages 16~17 for homework.	-Workbook pp. 16~17	2 min