

Topic: Adverbs of Frequency

Target Language: How often do you...? Always, usually, , sometimes, never

Assumptions: Ss know a variety of activities they do and are of the frequency with which they do them.

Anticipated Challenges: Ss may have challenges with question form.

Solutions: Clarify question in a practice activity in the remember stage.

Objective: SWBAT use the target language to guess who is the owner of a possessions after a guessing mingle activity.

Creative Thinking Model: Brainstorming

Special preparation: Before class borrow an item from one Ss. Ask Ss not to tell anyone what you have borrowed. This will be used to introduce the fluency activity.

Time	Steps/ Procedure	T-S	Aim	Materials
2	Gather realia to present including items that belong to Ss in the classroom. Show Ss an item from the classroom. Ask: Who's pencil is this? Elicit an answer.	T T-S	Set the context. Activate schema about possessions.	Board
10	Elicit some of the possessions Ss bring to school every day. T: Let's think about what we bring to school. What do you have? Let's see, Jae-ho, what do you have? S: A pencil. Yes. I'll write it on the board. What other school things do you have?	T-S	Encounter the names of items people possess. Encounter and Clarify using a possessive form. Encounter and clarify the question and answer structure.	Board
10	Hand out the worksheet to Ss. Review the bubbles. Explain that the first bubble is for the student. The three additional bubbles are for classmates. Have Ss choose three classmates. Ask Ss to write the names of the three classmates in the bubbles.			Creative Thinking Mind Map Worksheet

	<p>Write teacher on the board. Model brainstorming things the teachers has with Ss. Brainstorm things you have and draw pictures around the word on the board.</p> <p>T: Okay, what do I have? S: A computer. T: Yes, I'll draw that. What else? S: A bag. T: I do have a bag. I'll draw a picture. What else do I have? S: A coffee mug. T: Yes. I love delicious coffee. I'll draw my coffee mug.</p> <p>Divide Ss into pairs. Have Ss draw pictures for at least three to four possessions, starting with themselves, then drawing classmates.</p> <p>Allow time for Ss to draw.</p> <p>T: Now it's your turn. Draw pictures of three or four things you have. Then think about your friends. Draw things your friends have.</p> <p>Circulate as Ss work and provide assistance as necessary.</p>		<p>Model the activity for Ss. Clarify the use of brainstorming.</p> <p>Provide scaffolding for brainstorming. Allow Ss to think creatively about possessions of themselves and others.</p>	
10	<p>Draw Ss attention to the model on the board.</p> <p>Write the question form. Practice asking the question with Ss. Have Ss listen and repeat.</p> <p>Say question again and point to an activity on the board.</p> <p>Write the answer form on the board. Have Ss repeat. Ask and answer question using an example from the board.</p> <p>Model with one Ss. T: Who's pencil is this? S: It's Jae-ho's pencil.</p> <p>Model again with Ss using a worksheet created by the group. In groups have Ss take turns asking and answering using the worksheet.</p>	<p>T</p> <p>T-S</p> <p>S-S</p>	<p>Clarify the structures for Ss.</p> <p>Model the activity for Ss.</p> <p>Practice and remember the structures.</p>	<p>Ss worksheets</p>
10	<p>Have Ss work with a new partner. In pairs one partner points to a picture and Asks, "Whose ... is this?" Ss with the picture will answer by describing who has the possession.</p> <p>S1: Whose pencil case is this? S2: This is Jae-ho's pencil case. Whose eraser is this? S1: It's Min-young's. Whose bag is this? S2: It's mine. Whose pencil is this? S1: It's mine. Whose...?</p> <p>Have Ss continue until all the items on the sheet have been described.</p>	<p>S-S</p> <p>S-S</p>	<p>Internalize the language in pair practice.</p>	<p>S-S worksheets</p>
10	<p>Present item to Ss that was borrowed before class. Ask the question. Have Ss try to guess who it belongs too.</p>		<p>Model the activity for Ss.</p>	<p>Paper for Ss</p>

	<p>Allow time for Ss to guess.</p> <p>Have Ss think about an item they would like Ss to guess. Have Ss draw a picture of the item on a piece of paper. Instruct Ss not to let others see the picture.</p> <p>Collect pictures from Ss and mix in a bag or box.</p> <p>Have Ss each take a picture.</p> <p>Have Ss mingle and ask different classmates who they think the item belongs to. Have Ss make a list of the guesses.</p> <p>Ex) Who's shoe is this? It's Alice's shoe. It's Mark's shoe.</p> <p>Allow Ss to continue to mingle and collect guesses.</p> <p>Have each Ss present the drawing to the class. Have Ss share the guess of who they believe the owner is. Confirm with the original owner. Have Ss reveal who is the actual owner if the guess is incorrect.</p>		<p>Ss ask fluently about items in the classroom.</p> <p>Objective: SWBAT use the target language to guess who is the owner of a possessions after a guessing mingle activity.</p>	
3-5	<p>Closing: Have Ss hold up some of their own items. Invite the class to answer the question together. Have the owner answer.</p>			