**Lesson Plan Irregular Verbs (Past Participle)**

**Subject Group :** **Foreign Language** **Subject: English**

**Topic :** **Irregular Verbs (Past Participle)**

**Time Allotment:** **1 period** **Week:** **23**

**Date / Month / year: 2 November,2015 Grade:** **5 – 6**

**Semester : 2** **Academic Year:** **2015**

**Team** **Teaching : Mrs. Suthatip and Mr. Saengpratheep Wongboonma**

**1. Indicators : S.1 F.1.2.3**

**F 1.1 :** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

**F 1.2 :** Endowment with language communication skills exchange of data and information; efficient expression of feelings and opinions.

**F 1.3 :** Ability to present data, information, concepts and views about various matters through speaking and writing.

**2. Sub – Concept and Topic : Irregular Verbs (Past Participle)**

**3. Concept :**

**Irregular Verbs** are common verbs in the English language that do not follow the simple system of adding “d” or “ed” to the end of the word to form the past participles. That means the spellings can be a little tricky. Some irregular verbs (Past Participle) follow patterns, such as drink–drunk, spring–sprung, know-known, and blow-blown but you can’t use those patterns with predictability. Unfortunately, learning irregular verbs (Past Participle) means memorization.

**4. Learning Objectives :**

1. The students are able to separate regular and irregular verbs correctly.

2. They are able to memorize the Irregular Verbs (Past Participle) and

 understand how to use them well.

3. They are able to read and write them correctly.

4. They are able to relax themselves while they are singing the Irregular Verbs Song.

**5. Learners’ Key Competencies** :

 1. Communication Capacity

 2. Thinking Capacity

3. Problem – Solving Capacity

**6. Desirable Characteristics** :

 1. Avidity for learning

 2. Dedication and commitment to work

**7. Learning Process / Activities**

**Warm up** 1. Create the situation and change the classroom into the palace.

 2. Tell 5 students to show the role play : King, Queen and 3 children.

 3. Tell the students, they are in the palace and the new king will invite

 them to the party tomorrow. If they have his birthday cards,

 they can go to the party.

 4. Divide the students into 4 teams. (From their rows)

5. Turn onthe music and pass 4 envelopes to the other boys.

6. When the music is stopped, 4 students who have the envelopes open

 the envelopes and each boy chooses one card.

 7. Read that word and tell its Past Participle.

 8. If they tell the correct words, they can get his birthday cards.

9. But if they tell the incorrect word, they can’t get the cards.

10. After this game, ask them about the numbers of the boys who get

 the cards from each team.

**Presentation**  1. Tell them about the king’s next games.

 2. Give the students the Bingo Paper ( One piece for 4 students = one team )

 and show them 38 words. (38 Past Participles)

 3. Tell them to write 9 words on the Bingo Paper by choosing from 38 words.

 4. The teacher picks up one word from the envelopes

 and tell them one by one to play this Bingo game.

 5. If some team wins, they will say, “Bingo.”

 (If there are 6 teams, stop this game.)

 6. For the Bingo teams can get the birthday cards.

 7. Do the Pre-test 20 words. (From the paper test and everyone does it.)

 8. Tell them to check carefully. (the correct words)

 9. Ask them about the results of this test. ( Don’t worry about the results)

**Practice** 1. Practice to read 38 Past Participles.

 2. Listen to the music **“Hold the hands together 5/10”** in English.

 3. Practice to sing this song together in English. (Past Participles)

 4. Let them sing by themselves.

 5. Sing and Dance together.

**Production**  1. Do the post-test 20 words.

 2. Tell them to check the correct words carefully.

 3. Compare about the pre-test and the post-test.

 4. Do the exercise, 38 Past Participles again in their notebooks.

**8. Learning Materials and Learning Sources**

 - Passing Games - Music - 38 Past Participles (word cards)

 - Bingo Paper - Bingo Game - The Pre-test -The Post-test

 -The paper test -The Correct answers - The New Song -Dancing

 - The Exercise -The crowns -Power Point about Past Participles

**9. Teaching Approaches**

....**/**.....**Lecture**  .....**/**......**Participation** .....**/**.....**Inquiry** ..........4 Mat

..........5 E .........Project Work .....**/**.....**3 P** .....**/**....**Story Line** **(Role Play)**

.....**/**.....**Integration (Music and English)** .........Demonstration .....**/**......Others **(Games)**

**10. Evaluation / Assessment**

 - From the students’ reading, answering, playing games,

 singing, dancing and doing 2 tests.

- From their results in 2 tests.

 - From the students’ assignment.

 - From their attention while they were learning.

**11. Feedback after Teaching**

**11.1 Learning objectives / Knowledge / Learning**

1. The students were able to separate regular and irregular verbs correctly about ………….%

2. They were able to memorize the Irregular Verbs (Past Participle) and

 understand how to use them well about ……………..%

3. They were able to read and write them correctly about ……………….%

4. They were able to relax themselves while they were singing the Irregular Verbs Song

 about ………………..%

**11.2 Learners’ key Competencies**

 1. They had Communication Capacity about ……………%

 2. They had Thinking Capacity about ………………..%

 3. They had Problem – Solving Capacity about ………………%

 **11.3 Desirable Characteristics**

1. They had Avidity for learning about ……………..%

 2. They had Dedication and commitment to work about ……………..%

**11.4 Problem / Suggestions**

1. The ……………. % of the students didn’t understand English words and they were not

 confident to speak or share their ideas.

2. The teacher had to change their attitudes and cheer them to speak English more.

3. The teacher had to prepare a lot of materials, so it was better to use team teaching.

**Past Participle Song = จับมือไว้แล้วไปด้วยกัน**

**( ประพันธ์โดย มิสสุธาทิพ วงษ์บุญมา เพื่อใช้เป็นอุปกรณ์การสอนภาษาอังกฤษ )**

อยากจะทำอะไร

**fly flown do… does done**

อย่างที่เคยคิดไว้

**fly flown do… does done**

แต่ทำไม่ได้ ดังใจ

**sit sat… be been put put**

อยู่คนเดียวลำพัง

**cut cut… sing sang sung**

แบกความหวังนั้นไว้

**cut cut sing sang sung**

ไม่นานในใจ คงจะระอา

**hit hit let let pay paid ring rung**

ถ้าหลายดวงใจ ช่วยกันฟันฝ่า

**go gone fly flown… run run buy bought**

หันหน้ากันมา แล้วร่วมใจ

**keep kept bring brought read read read**

หลายหลายกำลัง รวมแล้วก็ยิ่งใหญ่

**get got sell sold take taken be been**

หากฝันจะไกล ก็ไม่ท้อ

**sing sung bring brought hold held held**

จับมือไว้ แล้วไปด้วยกัน

**re mem ber and write them well**

เหมือนว่าไม่มีวัน จะพรากไป (พรากไป)

**do done sit sat sat fly flew flown (flew flown)**

ทำอะไร ได้ดังฝันใฝ่

**hit hit cut cut cost cost cost**

 ถ้าเราร่วมใจ

**write wrote written**

จุดหมายที่ฝันกันไว้

**begin begun teach taught**

ก็คงไม่เกินมือเรา

**go gone run run drink drunk**

จะไปดวงดาว

**see seen draw drawn**

อาจจะไกลเกินไป

**has have had think thought**

หากเรานั้นคิดไว้ คนเดียว

**swim swum fight fought fought**

อาจจะเจอทางไกล

**can could will would would**

อาจจะดูคดเคี้ยว

**can could will would would**

หากเดินไปคนเดียว จะหลงทาง

**shall should go went gone blow blew blown**

ถ้าแม้นมีเรา

**do does did done**

ช่วยกันทุกอย่าง

**be was were been**

ถึงแม้ทางไกล

**drink drunk find found**

ก็ไม่กลัว

**catch caught caught**

แม้บางที ทางนั้นจะมืดมัว

**be is am are and was were been**

อย่างน้อย มือเราจับกันไว้

**bring brought hold held to ge ther**

จับมือไว้ แล้วไปด้วยกัน

**re mem ber and write them well**

เหมือนว่าไม่มีวัน จะพรากไป (พรากไป)

**do done sit sat sat fly flew flown (flew flown)**

ทำอะไร ได้ดังฝันใฝ่

**hit hit cut cut cost cost cost**

ถ้าเราร่วมใจ

**write wrote written**

จุดหมายที่ฝันกันไว้

**begin begun teach taught**

ก็คงไม่เกินมือเรา

**go gone run run drink drunk**