

RESPONDING TO SIMPLE COMMANDS WITH EMPHASIS ON STRESS AND INTONATION

3.20.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Simple Commands
2. Stress and Intonation

Objectives

Students should be able to;

1. Respond to simple commands appropriately.
2. Read simple sentences correctly with the appropriate stress and intonation.

Guided Practice

Day 2/ Lesson 2: 15mins

1. The Teacher should have a worksheet of sentences ready for each student.
2. The teacher's copy should have a word from each sentence

Activity Starter/Instruction

1. To get students' voices warmed up, start by writing the sentence "I didn't steal your blue wallet" on the board and ask a few students to read it aloud.
2. From there, practice saying the sentence with a distinct stress on a different word each time; see if students can tell which word is being stressed, and how that affects the overall meaning.
3. Encouraging students to put some emotion behind the delivery (rather than just saying one word louder than the rest) will get good laughs from the rest of the class and help everyone loosen up.

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Discuss with students that, in English, we give stress to some words while some words are quickly spoken.
2. Tell the students that we mostly stress nouns, adjectives, action words, etc. which are also called CONTENT WORDS.
3. Write the poem on the blackboard.
4. Model reading where teacher reads and students listen.
5. Tell students that stress and intonation can change the meaning, and it also makes our speech interesting and expressive.

Materials Required

Board
Marker

Additional Resources

- <https://www.listenandlearn.org/the-teacher-handbook/5-ways-to-teach-stress-and-intonation/>
- <https://aminghori.blogspot.com/2016/02/poem-of-rhythm-stress-and.html>
- <https://busyteacher.org/14578-teaching-intonation-and-stress.html>

Additional Notes

<p>underlined, and the teacher must read each sentence out loud with appropriate stress.</p> <p>3. Students will underline the stressed word or syllable, and after the teacher is done reading, the students can take turns reading the sentences aloud.</p> <p>4. In addition to stress, this exercise can also be done where students fill in the correct punctuation.</p> <p>Assessment Activity</p> <p>1. Give your students a series of questions they must evaluate.</p> <p>2. Tell them that they must indicate whether each has a rising or falling intonation. For example: Did you remember to buy the milk? (rising) Where did you buy that? (falling)</p>	<p>Teacher Guide</p> <p>Day 3/ Lesson 3:20mins</p> <p>1. Begin awareness raising activities by reading an example sentence aloud to the students.</p> <p>2. Ask students which reading seemed more natural and why it seemed more natural.</p> <p>3. Using the ideas students come up with, explain the idea of English being a "stress - timed" language.</p> <p>4. Talk about the differences between stressed words and non-stressed words</p> <p>Summary</p> <p>1. See if students can see a pattern (yes/no questions have rising intonation).</p>	<p>Guided Practice</p> <p>Day 4/ Lesson 4: 25 Mins</p> <p>1. Write out two sentences of your choice on the board</p> <p>2. Underline the stressed words in both sentences. Ask students to try reading aloud.</p> <p>3. Ask students to look through the example sentences and underline the words that should be stressed in the worksheet</p> <p>4. Circulate about the room asking students to read the sentences aloud once they have decided which words should receive stresses.</p>

Summary		