

# Lesson Plan

Micro Lesson Video Link: <https://youtu.be/j0ObWd7gTA0>

Business/Materials	Lesson Objectives
<ul style="list-style-type: none"> <li>• Whiteboard via shared digital screen (<b>Zoom</b>)</li> <li>• Markers or <b>digital annotation</b> tools</li> <li>• Pictures depicting common weekend activities</li> <li>• Simple worksheet with gap-fill (authentic and in-context) exercises for Simple Past</li> </ul>	<p><b><u>SWBAT:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and use the Simple Past tense for regular and common irregular verbs to describe past events.</li> <li>• <b>Use</b> basic time sequencers (First, Then, Next, After that, Finally) to order events.</li> <li>• <b>(Optional) Identify</b> and pronounce verbs that end in -ed with increasing accuracy.</li> <li>• <b>(Optional) Write</b> a short, simple paragraph (3-5 sentences) about a personal past event using the simple past tense and sequence adverbs.</li> </ul>
Warm-up and Objective Discussion	
<p><b><u>Activities:</u></b></p> <p><b>Warm-up</b></p> <p><b>Hook (Gain Attention):</b></p> <p>--<b>Start</b> the lesson with an interesting and colorful presentation slide (if using PowerPoint) or engaging visuals.</p> <p>--<b>Ask</b> some warm-up questions to spark curiosity, attention, and engagement: "What's your name?" and "Where are you from?", or "How was your day yesterday?" / "Did you do anything interesting last weekend?"</p> <p><b>Lower Affective Filter:</b></p> <p>--<b>Note</b> the student's expression and emotional state; aim for a relaxed and welcoming</p>	

atmosphere.

### Objective Discussion:

--**Clearly present** the lesson objectives (SWBAT statements) on a slide or whiteboard. Have the student read the objective statements aloud.

--**Connect** to prior knowledge/experience:

--**Ask** a question related to the objectives that allows them to recall a past event briefly ("Think about something you did yesterday. Can you tell me?").

### Instruct and Model

☐ R

☐ W

☐ L

☐ S

### Presentation: Simple Past:

#### Stimulate Recall/Explore:

--**Briefly review** any prior knowledge of past actions if applicable.

#### Present Content/Explain:

--**Show** visuals and diagrams illustrating the structure of the Simple Past (regular +ed; common irregular verbs like go--went, eat--ate, have--had).

--Have the student **read** example sentences aloud.

--**Model** pronunciation of --ed endings (/t/, /d/, /id/) clearly.

#### Facilitated Exploration:

--**Guide** the student to identify patterns or challenges. For example, "What do we add to 'watch' for the past? What happens to 'go'?"

--**Scaffold** understanding progressively. Ask questions like: "Are we talking about now or before? Is the action finished?" Provide timely, corrective feedback.

### Presentation: Time Sequencers & Basic Paragraph:

#### Present Content/Explain:

--**Introduce** Time Sequencers: "First, Then, Next, After that, Finally."

--**Explain** their function in ordering events.

--**Model** a simple paragraph about a past event using these sequencers and Simple Past verbs.

--**Read** it aloud. Highlight the structure: topic sentence, actions in order, concluding sentence. Use annotation tools to mark these parts.

### Guided Practice

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### Activities:

- **Activity 1** (Oral Communicative Practice): Teacher provides present tense verbs selected from *frequency* lists; student **converts** them to Simple Past. Provide immediate feedback.
- **Activity 2** (Authentic Gap Exercise):
  - Student **completes** sentences by writing the Simple Past form of verbs provided.
  - Review** answers together.

### Guided Practice: Sequencing & Pronunciation:

- Show** the student a project slide (or use whiteboard) with jumbled sentences describing a sequence of events.
- Guide** them to order the events by reading aloud and applying sequence adverbs.
- Use** any opportunity to correct pronunciation errors, particularly for --ed endings.
- Clearly explain** the rule (e.g., "If the final consonant sound is /t/ or /d/, we pronounce /id/ as an extra syllable, like 'wanted' or 'needed'. Otherwise, it's /t/ as in 'watched' or /d/ as in 'played'.").
- Use** annotation tools to highlight.

### Guided Writing Preparation:

#### Brainstorm:

- Ask** the student to think about their own last weekend or a recent memorable day.

### Keywords:

- Collaboratively help them **jot down** 3--4 verbs (in Simple Past) and key nouns related to their experience. Model one or two if needed.

Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p><b><u>Activities:</u></b></p> <p><b>Writing Task</b></p> <p>--<b>Show</b> a blank format or simple template with <i>sentence starters</i> (e.g., "My Day: First, I _____. Then, I _____. Finally, I _____.") for the student to describe their day or a past event.</p> <p>--<b>Instruct</b> them to write 3--5 sentences using Simple Past tense verbs (regular and irregular) and sequence adverbs, paying attention to the correct spelling and formation of verbs ending in -ed.</p> <p>--<b>Monitor</b> while the student writes, offering minimal support unless absolutely necessary, to encourage independent application.</p>				
Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p><b><u>Activities:</u></b></p> <p><b>Feedback &amp; Correction:</b> (Assess Performance):</p> <p>--Have the student <b>read</b> their written paragraph aloud. This allows for assessment of both written accuracy and pronunciation in context.</p> <p><b>(Provide Feedback):</b></p> <p>--<b>Start</b> with positive feedback on what they did well (e.g., "Great use of 'finally!'" or "Good job remembering 'went!'").</p> <p>--<b>Address</b> 1--2 key errors in Simple Past usage or sequencer application. Elicit self-correction where possible ("Look at this verb. Is it past? How can we make it past?").</p> <p>--Gently <b>correct</b> any mispronounced --ed endings from their reading.</p> <p><b>Wrap--up &amp; Extension (Enhance Retention &amp; Transfer):</b></p> <p>--<b>Recap:</b> Briefly review the main learning points (Simple Past, sequencers, paragraph writing).</p> <p><b>Reflection &amp; Goal Setting:</b></p>				

--**Ask** the student to describe a time in the past when they succeeded in learning something difficult (in English or another area) and how it made them feel. Ask about what they would like to improve in their English and briefly discuss a simple strategy to help them with one current challenge, fostering a growth mindset and learner autonomy.

### Assignment (Transfer):

--**Give** the student an assignment to write a short journal entry about their day at least three times a week using the past tense, encouraging continued practice and application outside the lesson.


Proficiency Level: Basic ☐ | Intermediate ☒ | Advanced ☐

[-]

## My Amazing Weekend!

Start Timer

### Welcome! Let's Talk About Weekends!



What makes a weekend great? Let's find out!

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## Our Goals for Today!



### Today, we will learn to:

- Talk about the Past: Use Simple Past verbs (like **watched**, **went**, **ate**) to describe finished events.
- Order Your Story: Use special words (**First**, **Then**, **Next**, **After that**, **Finally**) to tell things in the right order.
- Sound Clearer: Practice saying "-ed" verb endings correctly.
- Write Your Story: Write a short paragraph (3-5 sentences) about a personal past event.

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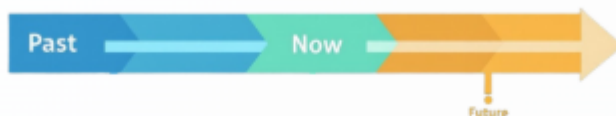
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## Looking Back: Regular Verbs (+ed)



Verb + ed = Simple Past!

### Talking About Finished Actions: Simple Past (Regular Verbs)

We use Simple Past for actions that are **FINISHED**.

How to make it: Base Verb + ed

- **Present:** I **watch** TV. → **Past:** Yesterday, I **watched** a movie.
- **Present:** They **play** soccer. → **Past:** Last Saturday, they **played** soccer.
- **Present:** She **cooks** dinner. → **Past:** She **cooked** dinner last night.

Spelling Rules for +ed:

- Most verbs: just add -ed (e.g., watch → watched, help → helped)
- Verbs ending in -e: just add -d (e.g., live → lived, decide → decided)
- Verbs ending in consonant + y: change y to i, then add -ed (e.g., study → studied, cry → cried)
- Some verbs ending in CVC (consonant-vowel-consonant): double the last consonant, then add -ed (e.g., stop → stopped, plan → planned)

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## Special Verbs: Irregular Verbs!

**CAUTION CAUTION CAUTION**

### Watch Out! Irregular Verbs (No "-ed" rule!)

Some verbs change in a special way. They **don't** add -ed. You need to memorize them!

Hide Answers

go → **went** (I **went** to the park.)

eat → **ate** (I **ate** pizza.)

have → **had** (I **had** a good time.)

see → **saw** (I **saw** my friends.)

drink → **drank** (I **drank** coffee.)

**make** → **made** (I **made** a cake.)

buy → **bought** (She **bought** a new book.)

wake up → **woke up** (He **woke up** late.)

be → **was / were** (I **was** happy. They **were** tired.)

Use 'was' for I, he, she, it. Use 'were' for you, we, they.

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## Sounding Right: How to Say "-ed"

### Pronouncing "-ed" Endings Correctly

The "-ed" ending can sound like:

#### 1. /t/ sound

(after p, k, s, sh, ch, f, th sounds)

- watched (sounds like "watcht")
- looked (sounds like "lookt")
- stopped (sounds like "stopt")

#### 2. /d/ sound

(after l, v, n, b, g, m, r, z, j sounds & vowels)

- played (sounds like "playd")
- opened (sounds like "opend")
- lived (sounds like "livd")

#### 3. /ɪd/ or /əd/ sound

(extra syllable - after "t" or "d" sounds)

- wanted (want-**id**)
- needed (need-**id**)
- decided (decide-**id**)

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## Telling Your Story in Order: Time Sequencers



### Ordering Your Story: Time Sequencers

Use these words to show the order of events:

First, ... (the beginning)

Next, ...

Then, ...

After that, ...

Finally, ... (the end)

Example Story:

My Saturday was fun!

First, I **woke up** late.

Then, I **ate** breakfast.

Next, I **went** to the park.

After that, I **watched** a movie.

Finally, I **read** a book and **went** to bed.

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## Practice Time! Past Tense Verbs



### Let's Practice: Past Tense Verbs!

I say the verb (present). You say the Simple Past form! The emojis above are mixed up hints. Click '?' to see the answer.

Example: Teacher says "walk". You say "walked".

talk →	🗣️ talked	Hide
study →	📖	?
see →	👁️	?
help →	🤝	?
buy →	🛒	?
visit →	🏠	?
drink →	🥤	?
start →	▶️	?

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## Story Time: Fill the Gaps!

How can you tell someone a story about the past?

### My Weekend Story: Fill in the Blanks!

Complete the sentences. Use the Simple Past form of the verb in ( ).

#### Quick Reminder: Irregular Verbs!

Remember: go → went, eat → ate, wake up → woke up, be → was/were, buy → bought, see → saw, drink → drank, have → had, make → made

1. Last Saturday, I  (wake up) at 9:00 AM.
2. Then, I  (eat) cereal for breakfast.
3. My friend  (call) me, and we  (decide) to go to the park.
4. We  (play) soccer. It  (be) fun!
5. After that, I  (go) home and  (watch) a movie.

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## What Happened First? Order the Story!

These sentences tell a story, but they are mixed up! Drag them to the correct order using: **First**, **Then**, **Next**, **After that**, **Finally**.

(A) He ate a big sandwich for lunch.

(B) He went to the supermarket.

(C) He watched TV on the sofa.

(D) He woke up and got dressed.

(E) He bought fruit, bread, and cheese.

Your Ordered Story:

1. First,

2. Then,

3. Next,

4. After that,

5. Finally,

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## Your Turn to Plan! Your Weekend Story



### Plan Your Story: YOUR Weekend!

Think about YOUR last weekend or a recent memorable day. What did you do? Let's list some keywords.

My Keywords:

Verbs (Past Tense): e.g., went , e.g., ate , ,

Nouns/Places/People: e.g., park , e.g., pizza , ,

Example: Verbs: went, ate, watched, talked | Nouns: park, pizza, movie, friend

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## Write Your Weekend Story!



### Your Weekend Story! Time to Write!

Write 3-5 sentences about your weekend or a past event.

Remember to use:

- Simple Past verbs (regular and irregular)
- Time sequencers (First, Then, Next, After that, Finally)
- Correct spelling for "-ed" verbs.

Template (You can use this, or write freely!):

My weekend was good. First, I ...

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## Sharing Your Story! Feedback Time



### Let's Hear Your Story!

Please read your paragraph aloud (from the previous slide or your notes).

We'll listen for:

- Correct Simple Past verbs
- Good use of sequencers
- Clear pronunciation (especially -ed!)

Teacher's feedback will appear here or be given orally.

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## Great Job! What's Next?



### Fantastic Work Today, Normal!

We learned to:

- Use Simple Past (*watched, went*)
- Order events (*First, Then, Finally*)
- Pronounce -ed endings
- Write a short past event paragraph!

#### Reflection & Looking Ahead:

Think about a time you learned something new that was a bit difficult. How did it feel when you finally understood or could do it?

What's one thing in English you'd like to improve or learn more about next?

#### Keep Practicing! (Your Assignment):

Write a short journal entry (2-3 sentences) about *your day* using the Simple Past. Try to do this at least *3 times* this week! This will really help you remember.

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## Lesson Reflection: Cognitive Workload

### Rate Your Experience:

Please reflect on the lesson and rate the following aspects based on your experience. This helps in tailoring future lessons.

#### Mental Demand

How much mental and perceptual activity was required (e.g., thinking, deciding, calculating, remembering, looking, searching)? Was the task easy or demanding, simple or complex?

Low/Not at all ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/Very difficult

#### Physical Demand

How much physical fatigue (in contrast to mental tiredness) did you feel during the session? For example, from maintaining posture, using the mouse/keyboard, or any other physical aspects of participation. Was it physically tiring or not?

Low/Not at all ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/Very tiring

#### Temporal Demand

How much time pressure did you feel due to the rate or pace at which the tasks or task elements occurred? Was the pace slow and leisurely or rapid and frantic?

Low/Not at all ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/Very fast

#### Performance

How successful do you think you were in accomplishing the goals of the task set by the instructor (or yourself)? How satisfied were you with your performance in accomplishing these goals?

Poor/Not satisfied with my performance ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Good/Very satisfied with my performance

#### Effort

How hard did you have to work (mentally and physically) to accomplish your level of performance?

Low/Not very hard at all ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/Hard to work very hard

#### Frustration Level

How insecure, discouraged, irritated, stressed, and annoyed versus secure, gratified, content, relaxed, and complacent did you feel during the task?

Low/Insecure/Not content/Irritated/Stressed/Annoyed ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/Secure/Gratified/Content/Relaxed/Complacent

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