



## Demonstration School of Udon Thani Rajabhat University

### Lesson Plan

Semester 2 Academic Year: 2018

**Subject:** English

**Level:** Prathomsuksa 3

**Time:** 1 hour

**Date:** 16<sup>th</sup> of January, 2019

**Topic:** Ordinal Numbers

**Teacher:** Miss Kathleen D. Bernardino

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### 1. Concept

The order of ordinal numbers are we add ‘st’ for numbers ending in 1 except for eleven, ‘nd’ for numbers ending in 2 except for twelve, and we add ‘rd’ for numbers ending in 3 except for thirteen. We add ‘th’ for numbers 4 to 9, and numbers divisible by 10.

### 2. Objectives

#### 2.1 Terminal Objectives

The learners should be able to discriminate ordinal numbers and identify their spelled-out words.

#### 2.2 Behavioral Objectives

Through various activities, the learners should be able to:

2.2.1 identify ordinal numbers and their spelled-out words;

2.2.2 verbalize the value of being in order; and

2.2.3 arrange ordinal numbers in order.

### 3. Content

3.1 Skill: Listening, speaking, and analyzing

3.2 Vocabulary: 1<sup>st</sup> to 20<sup>th</sup>

3.3 Function: Understanding ordinal numbers

3.4 Language Focus: Ordinal Numbers

### 4. Teaching and Learning Procedures

#### 4.1 Preparation

#### 4.1.1 Review

The learners will be shown the spelled-out flash cards and will be asked to read them.

#### 4.1.2 Motivation

The 10 little Indian girls last meeting will go in front and will be given random spelled-out ordinal numbers from 1<sup>st</sup> to 10<sup>th</sup>. The learners sitting down must arrange them in proper order.

### 4.2 Presentation

#### 4.2.1 The learners will do the “Little Indians Activity”

4.2.1.1 The 10 little Indian boys will also go in front and will be given random ordinal numbers from 11<sup>th</sup> to 20<sup>th</sup>. The girls will have their numbers shuffled again.

4.2.1.2 The teacher will ask the learners if the little Indians are in order.

Example:

Teacher: Are they in order?

Student: No.

Teacher: Let's try to arrange them.

4.2.1.3 The learners will read the words out loud in order.

#### 4.2.2 The learners will now try to spell out 11<sup>th</sup> to 20<sup>th</sup> with the item like below.

Example:

11<sup>th</sup> = e \_ e \_ v \_ n \_ h

12<sup>th</sup> = t \_ e \_ \_ t h

13<sup>th</sup> = t \_ \_ r \_ e \_ n t \_

14<sup>th</sup> = f \_ \_ r \_ e \_ n t h

15<sup>th</sup> = f i \_ \_ e \_ n \_ h

16<sup>th</sup> = \_ i \_ t \_ \_ n t h

17<sup>th</sup> = \_ e \_ e n \_ e \_ n t h

18<sup>th</sup> = e \_ \_ \_ t e e n \_ \_

19<sup>th</sup> = n \_ \_ \_ e \_ n t h

20<sup>th</sup> = t \_ e n t \_ \_ t h

4.2.2.1 The learners and teacher will recheck their answers.

#### **4.3 Application**

The learners will be grouped into 3 and do the following activities below.

**Group 1:** Match the ordinal numbers with their spelled-out word.

**Group 2:** Analyze if the label of each ordinal number is correct. Put a check mark if yes, put an x if no.

**Group 3:** Write the missing ordinal numbers.

#### **v4.4 Generalization**

The learners will count from first to twentieth.

#### **4.5 Evaluation/Homework**

The learners will answer their worksheets by pair.

### **5. Teaching materials**

5.1 Flash Cards

5.2 Group material

5.3 Worksheets

### **6. Evaluation**

6.1 Observe students' participation and conversation in class

6.2 Check students' answers in the workbook

### **7. Post Lesson Report**

7.1 Result of the teaching

7.2 Problems or Obstacles

7.3 Solutions (Classroom research/Extra teaching/ Behavior Monitoring/etc.)

Signature .....Teacher

Date.....

### **8. Comments**

Signature.....Mentor

Date.....