Session 19: Articles

Session Title	Articles – Implementation with Exam
Objective	1. Reinforce article usage through real-life examples 2. Develop confidence in sentence construction using articles 3. Improve peer interaction and self-expression through interactive activities 4. Strengthen speaking, listening, and grammar application skills
Topics/Concept	1. Review of article usage rules 2. a – before words that begin with a consonant sound (a dog, a cat) 3. an – before words that begin with a vow sound (an apple, an owl) 4. the – for specific or known nouns (the su the book) 5. Focus on sound, not spelling 6. Application of articles in storytelling and structured sentences
Material Required	1. Word and picture flashcards 2. Sentence strips with missing articles 3. Printed worksheets with fill-in-the-blank exercises 4. Short story strips (2–3 sentences each) 5. Chalkboard or whiteboard 6. Pencils and erasers

Methodology	1. Activity-Based Learning: Games and worksheet practice 2. Collaborative Learning: Pair and group work 3. Experiential Learning: Sentence building through storytelling 4. SEL Integration: Peer support, communication, confidence-building
Session Duration	90 Minutes

Introduction Activity (20 minutes):

Objective: Refresh previous knowledge using visuals and questioning.

Show flashcards and ask questions:

“Is it a or an apple?”

“Do we say a owl or an owl?”

Oral responses with reasons from students

Use pictures (e.g., umbrella, sun, pencil)

Main Activity (30 minutes):

Mini Story Completion

Objective: Use articles meaningfully in short narrative contexts.

Instructions:

- Group students and give a short story with 3–4 article blanks.
- Let them read aloud and insert a, an, the.
- Each group reads the corrected story aloud.

Examples:

- I saw ___ elephant. ___ elephant was near ___ tree.

Answer: an, the, a

- She found ___ apple under ___ chair. ___ apple was red.

Answer: an, the, the

Follow up task (30 minutes):

Article Practice Worksheet

Objective: Strengthen article use through guided repetition.

Instructions:

- Distribute worksheets with a mix of:
- Word-only tasks.
- Fill-in-the-blank sentences.

Part 1 – Choose the correct umbrella

1. ___ apple.

2. ___ sun.

3. ___ orange.

4. ___ book.

5. ___ owl.

6. ___ egg.

7. ___ moon.

8. ___ tree.

9. ___ umbrella.

10. ___ insect.

Part 2 – Fill in the blanks:

1. He found ___ pencil.

2. I saw ___ eagle in the sky.

3. ___ cat was sitting on the mat.

4. She picked up ___ ice cream.

5. ___ moon is bright tonight.

6. We bought ___ orange.

7. ___ teacher gave us homework.

Review Questions/Assessment/Tasks (10 minutes):

Quick Oral Questions:

- “Which article do we use before ‘owl’?”
- “When do we use the?”
- “Give one sentence with an.”

Expected Learning Outcome:

Knowledge building:

- Correctly identify and apply a, an, and the in context.
- Understand sound-based rules clearly.

Skill Building:

- Build complete sentences using appropriate articles.
- Gain confidence in speaking and peer interaction.

Revision #4

Created 2025-05-05 17:25:18 UTC by iLab

Updated 2025-06-21 10:21:19 UTC by iLab