**Reading Lesson Plan**

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| **The Work of Honeybees & The Disappearance of Bees** |

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| Instructor:  Lucy | Level:  Intermediate | Students:  13 | Length:  30 Minutes |

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| Materials:   1. Board & Markers 2. Worksheet about “The work of Honeybees” (13 copies) 3. Worksheet about “The Disappearance of bees” (13 copies) 4. Computer & Monitor |

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| Aims:   1. Students will practice reading comprehension skills by watching and listening teacher's explanation and examples 2. Students will learn vocabulary related to the bees by using context clues and teacher's explanation 3. Students will be able to make the main sentence by skimming the reading text and answering guiding questions 4. Students will improve speaking and listening ability by sharing ideas in a group |

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| Language Skills:   1. Listening: teacher’s explanation, elicitation & instructions, other group's ideas and opinions 2. Reading: reading text and worksheets, various activities 3. Speaking: asking and answering questions, discussing to make the answers on the worksheet 4. Writing: taking notes of group discussion, filling in the worksheets |

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| Language Systems:   1. Function: asking and answering the questions by teacher’s instruction 2. Discourse: discussing on questions and sharing other’s ideas 3. Grammar: pass tense, present tense 4. Lexis: key vocabulary words in the text |

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| Assumptions:   1. Students already know about bees 2. Students may have no problems to read the text 3. Students may have different opinions 4. Students will enjoy the activities |

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| Anticipated Errors and Solutions:   1. Students may have difficult vocabulary to understand   ▶Teacher explain them by giving them more easy examples   1. Students may take longer than expected to complete the activity   ▶Be flexible with the time and give students more time to finish their activity   1. If students not enjoy or not make active in the group discussion   ▶encourage students by asking their opinions kindly. |

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| References:   1. TESOL Student book 2. Subject Link book |

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| **Lead-In** | | |
| Materials: Board & Marker | | |
| Time | Set Up | Procedure |
| 2 min | Whole  Class | **Greeting to Students**  Hi, how do you feel today?  **Elicitation**  Do you like insects?  We're going to talk about insects.  Do you have any insect you like?  Guess what it is, you can see this insects easily outside nowadays.  Which insect do you like? |

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| **Pre-Activity** | | |
| Materials: Worksheets, Computer & Monitor | | |
| Time | Set Up | Procedure |
| 5 min | Individual | **Instruction**  Today we are talking about bees, you can see this monitor.  Distribute worksheet to students.  Do you like bees or do you hate them?  Now you read this article, draw 3 type of bees on worksheet.  Please, be focus on the characteristics of each bee.  **CCQ**  Do you write down or draw something?  Do you work individually?  What do you draw?  Do you have enough time to draw bees? |

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| **Main Activity** | | |
| Materials: Worksheets, Computer & Monitor, Board, Markers | | |
| Time | Set Up | Procedure |
| 8 min  8 min | Pairs  Pairs | **Introduction**  ( Topic: The Work of Honeybees )  After you read the text one more time.  You will discuss with your partner about main idea and think of.  You will make main sentence or main title on worksheet.  You do this activity in pairs.  Now we speak the main idea together.  Let check the main idea as watching the monitor.  There are 3 types of bees.  You will discuss with your partner about the characteristics of each bee.  Just choose one type of bee.  I will tell you which type of bees is your team should do it.  Each member of a pair will speak one characteristic of each bee.  **CCQ**  Do you work alone?  What should you do?  How much time do you have?  Is any problem in group work?  **Introduction**  ( Topic: The Disappearance of Bees )  Now look at this photo of the monitor!  You think what happened and share your opinion with your partner.  You make sentence or title of main idea.  The whole class read their main idea together.  This article is divided into four paragraphs.  You make questions each paragraph related to this article with your partner. ( Literal /Interpretive/ Applied )  I will tell you know which part is your team.  Each member of the team chooses one question and read aloud.  **CCQ**  What do you have to make?  Why people in the photo look upset?  Why they do not have enough honey?  Who do you work with? |

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| **Post Activity** | | |
| Materials: sketchbook for quiz, Board & Markers | | |
| Time | Set Up | Procedure |
| 5 min  2 min | Groups  Whole Class | **Instruction**  Now Divide into two groups.  One member of each groups pick up the sketchbook.  The rest of the members solve the quiz.  The person who will raise one’s hand first can solve the answer.  I will give you 5 minutes.  **CCQ**  What do you have to?  Who can solve the question?  How much time do you have?  **◈ Feedback**  How would you feel about this lesson?  Have you changed your thoughts about bees through the lesson today?  Who would like to share any additional comments about today's lesson?  Have you got useful information?  **◈ Wrap-up**  I hope today’s class will help you to gather useful information about bees.  I hope you will further improve your reading skills.  Thank you taking part in today's class and having a nice day. |