153rd WD Stacy Jeon

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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Dogs, Man’s best friend** |

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| Instructor:  Stacy Jeon | Level:  intermediate | Students:  14 | Length:  30 minutes |

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| Materials:   * Video clip (3min) * White board and board markers * Text sheet (14 copies) * Task sheet (14 copies) * For this class, students have their own pen and paper. * Projector |

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| Aims:   * SS will be able to get the main idea by skimming the reading text and matching headings to paragraphs. * SS will improve scanning skill by answering task#1. * SS will be encouraged think outside the box by discussing task#2 in group. * SS will improve speaking and listening ability by sharing idea & talking about their experience. (task#2 & post activity) * SS will get knowledge of working dogs that help people from various country, Russia, Spanish, India, Japan and United Kingdom, |

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| Language Skills:  Reading: reading text “man’s best friend”  Listening: video clip, teacher’s instruction, partner & group discussion  Speaking: sharing ideas with a partner and in a group  Writing: taking note for tasks |

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| Language Systems:  Function: introducing a story of special dogs  Grammar: past tense |

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| Assumptions:  Students know the difference between ‘scanning’ and ‘skimming’  Some of students may not be familiar with some vocabulary  Most of students have fun experience about dog |

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| Anticipated Errors and Solutions:  Students may not understand the instruction right away,   * Explain again using many concept checking questions.   Students may not know some words’ exact meaning from reading text.   * Let them guess the meaning by reading text instead of telling them first.   If time is short   * Cut some of CCQ and ask only 1 student a feedback from task question.   If students finish their tasks earlier than anticipated,   * Let them talk about their own experience with pet (SOS plan) |

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| References:  <http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/reading-lesson-plans-dogs/146269.article>  <https://www.youtube.com/watch?v=6j9X3Fnswmo>  <http://www.doogweb.es/definiendo-el-metodo-arcon-de-rescate-canino/>  <https://en.wikipedia.org/wiki/Hachikō#/media/File:One_anniversary_of_Hachiko_19360308_Scan10038.JPG>  <http://news.bbc.co.uk/2/hi/uk_news/wales/1633216.stm> |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins | Whole class | Procedure:  By eliciting, SS will start thinking about the main subject ‘dog’. | (Greeting) Hello everyone, how are you today?  **Eliciting**  These days the weather is pretty nice. Especially at night, isn’t it great to take a walk with a cool summer breeze?  Is there anyone like to take a walk?  (there will be someone who answer)  Yes! So do I!  who or what can you see with people when they spend time going out for a walk?  (there will be someone who answer)  yes, you can find many people taking dogs for a walk. |

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| **Pre-Activity** | | | |
| Materials: white board, board marker, projector, video clip (3min), reading text | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7mins | Whole class  Individually  Whole class | Procedure:  1. Introduce subject  by pre-reading exercise, SS will activate their schema.  2. Learn about the kinds of working dog.  By answering to the question, SS will get a clue of the subject of text.  As reading as fast as possible to do this task, SS will use skimming strategy for top-down model.  By answering to the CCQ, SS will be more aware of the rule for this task. | **Pre-reading exercise**  (writing “man’s best friend” at the white board” and saying below)  Today’s our reading subject is “man’s best friend”. Here the word ‘man’ is not male person, it means just human or mankind.  Is there anyone who has lived with a dog?  (some students will answer)  yes, I had one too.  people have considered dogs as human’s very close friends for a long time.  **Brainstorming**  Have you thought of the reason that dogs are considered ‘best friends’ is that they are trained to do many different things for people?  (wait a bit for students to think)  (if they don’t guess the question’s meaning then give them an example; like a sniffer dog, when you go to airport, sometimes you can see a dog with a police man, those dogs looking for drugs or explosives are called a sniffer dog.)  Now we will watch a video about more working dogs.  (projector on and play video for about 3 minutes)  **Eliciting**  what did you see in the video? (working dogs)  As you saw at the video, today we will talk about some special dogs.  Can you tell me what kind of working dogs are mentioned or you already know?  (Students will answer, and write them on the left part of board)   * Sheep dog, sled dog, rescue dog * Police dog, guide dog, for pet therapy   (Elicit below words which are headings of paragraph of text.)  *1 A War Dog,*  *2 An Intelligent Dog*  *3 A Rocket Dog*  *4 A Rescue Dog*  *5 A Loyal Dog*  now you will read about some dogs.  And these five passages will be headings of what you are about to read.  (distribute text)  Everyone got the text?  **Top-down model**  (Instruction)  ok, please read A to E total 5 paragraphs individually and match the headings with these passages on the board.  I will give you only 1 minute. Do you remember the difference between scanning and skimming you learned at previous class? Please use skimming strategy to do this task fast.  If there is a word you don’t know, do not focus on it and just try to match these headings to the paragraphs.  It means also you cannot use dictionary.  (CCQ)  how much time do you have? (only 1 minute)  can you use dictionary? (no)  do you work alone? (yes)  begin!  (monitor students discreetly)  Great work, guys.  (if they need more time, give them 30 seconds more)  let’s share the answers together.  Which heading could fit for paragraph A?  (Feedback: **A***3,* **B***5,* **C***1,* **D***4,* **E***2*.)  great job everyone! Let’s move on to main activity! |

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| **Main Activity** | | | |
| Materials: text, task sheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 16min | Whole class  ‘  Individually &group  Whole class  group | Procedure:  by answering the question1, SS will catch details for the text.  These questions require SS to discuss together what they think the answer might be.  As giving SS enough time to discuss, they can have creative conversations with their group. | **Bottom-up model**  Now, you will learn more detail about the text with some task and activity.  please have your task sheet.  (distribute task sheet)  **reading task#1**  (instruction)  you will do number 1 task first.  After answer to the questions individually first and then share your answers in your group. I will give you 5 minutes.  (CCQ)  how much time do you have? (5 minute)  which task will you do? (only number 1 task)  begin!  (monitor students discreetly and after about 2 minutes, tell students to work with group.)  time is up!  let’s share the answers all together.  What was the answer to number A?  Feedback:  Which dogs saved lives?  a Rob, Arcón, Bertie  which dogs became famous?  b Laika, Hachiko  which dogs flew?  c Laika, Rob  which dogs worked for humans?  d all except Hachiko  which dog is the best?  e students’ own answers.  **reading task#2**  let’s move on to question#2. Please work with your group members.  But first, let’s think about number A question with whole class.  Why did Laika die?  (possible answers could be: she was sad/ afraid / ill / too hot.)  like this, the answer is not only one. So try to be creative for this activity.  please start working with your group for the rest of questions! I will give you 10 minutes.  (CCQ)  how much time do you have? (10 minute)  do you work with your group? (yes)  (Walk around and monitor every group and encourage students to think outside box)  Time is up! Everyone attention, please. |

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| **Post Activity** | | | |
| Materials: text, task sheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Partner  Whole class  Group  Whole class | Procedure | How was your activity?  Now, besides dog, I want you to talk about which animal could be another man’s best friend and the reason with your partner.  I will give you 3 minutes.  (CCQ)  who do you work with? (partner)  how many minutes do you have? (3)  (Walk around and monitor every group)  Time is up! Is there anyone who wants to share yourself or your partner’s experience?  (give an opportunity to speak 1~2 students)  Alright, it’s time to finish the class.  The homework is try to find a recent touchable or a fun article about between man and animal and read about it.  See you guys! |

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| **SOS Activity** | | | |
| Materials: mobile phone (if SS want to show their pet picture, they can use their phone) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | group | Have conversation with group.   * Encourage to speak with group members. | Please share your experience about raising a pet you with your group or if you have never had any pet, talk about a pet you would like to have if you can. |