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| ☐ Listening ☐ Speaking ☑ Reading ☐ Grammar ☐ Writing |
| **Topic: Memory game! A Dee Dah Day!** |

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| Instructor:  Yujin Cho | Level:  upper intermediated | Students:  5 | Length:  40 Minutes |

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| Materials:  - The article about *A Dee Dah Day* by John Ortberg  - Worksheet for filling the blanks  - White board, markers  - Definition cords, envelope  - Some papers that can write the points |

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| Objectives:  - Students will be familiar with key vocabulary through Teacher’s explanation and C.C.Q  - Students will practice reading comprehension skills and strategies by recall and retelling their worksheet to partner  - Students will be able to get the main idea by skimming the reading text and answering a guiding question  - Students will improve reading skill by filling the blanks  - Students will improve speaking ability by sharing the hints each other in a group  - Students will work cooperatively in a group by finding definition cords for unfamiliar words |

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| Language Skills:  - Reading: Reading the article “a Dee Dah Day”, definition and worksheet  - Listening: teacher’s examples and explanation of vocabulary; teacher’s elicitation and background information; partner’s answers  - Speaking: Asking and answering questions within their groups and with partner  - Writing: Filling in the blanks worksheets |

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| Language Systems:  Lexis: vocabulary used in conversation  Phonology: Correct pronunciation of vocabulary words  Function: Guessing, remembering, and explaining the contents of reading  Discourse: Sharing and giving information about article |

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| Assumptions:  - Students will enjoy the activity, but will fill the blanks challenging  - Students will know how to skim and scan |

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| Possible Problems and Solutions:  - Students may find many unfamiliar vocabulary words  → Ask students to circle those words and their partners can figure them out from context or use their definition cords that teacher gave  - Students may take longer than expected to complete the filling the blanks  → Ask partner to give some hints about answer  - Some students may finish the main article earlier than others  → Lead students to read the article again with line that they think what important is.  - Students may feel difficulty to complete the blanks  → Give one more time to read the article carefully |

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| References:  <https://www.onestopenlglish.come>  <http://www.dictionary.com/browse/ruthless?s=t>  <http://www.nzkoreapost.com/bbs/board.php?bo_table=news_column&wr_id=191&sca>  <https://m.youtube.com/watch?v=D8x0DbsoOvg>  <https://m.youtube.com/watch?v=6bWyhj7siEY> |

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| **Pre-Task** | | |
| Materials: board, markers and eraser. | | |
| Time | Set Up | Procedure |
| 2 minutes  5 minutes | Whole Class  Whole class | Greeting  “Good afternoon, everyone! How are you? Did you have great weekend? Did anyone special happened last week?  **T:** Do you like reading? what was the first thing you read when you woke up this morning? Can you remember what you read?  **S:** Examples: Newspapers, text, advertisements, memo, schedules etc.  **T:** How long have we remembered what you read? Some words or sentences? All daylong? Just forget very quickly? Do you understand well when you read anything?  **T:** Can you share whatever you read this morning short sentences or words? Anything, even a word, that’s fine.  **T: (**Write down the answers form your students. Then after, erase the words from the board and ask for the words again!)  **T:** I’m going to clear the board what I wrote. So, which words can you remember? (listen to students’ answers)  Today, we will test our memories by reading! How much we retain form what we usually read.  INTRODUCTION OF TASK  **WRITE “MEMORY GAME” on the board**  **T**: You are going to do memory game. First, I’m going to give you a little bit of background information about article and cover some vocabulary you’re likely unfamiliar with.  Background Information: This article is about book named *The Life You’ve Always Wanted* by John Ortberg.  **T:** This book, *The Life You’ve Always Wanted* by John Ortberg, tells us how busy our lives are, and because of that, we miss out on so many precious things in life. It takes away our happiness. Also, this article is from New Zealand Korea post. Would we just like to listen to the ‘ A dee dah day’ song?  Show students that song video with teacher’s comments.  (The hit song from Walt Disney's "Song of the South" released in 1946 was "Zip-a-Dee-Doo-Dah", which won the 1947 Academy Award for Best Song and is frequently used as part of Disney's montage themes, and which has become widely used in popular culture. The film inspired the Disney theme park attraction Splash Mountain. The film was a combination of live action and animation. Disney hired vaudeville and radio actor James Baskett to portray Uncle Remus)  **T:** The reason why I show this song is that we can read name of this song in the article.  **T:** Now I’m going to divide the class into 2 groups, group A, B and will work in your partner. |

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| **Task Preparation** | | |
| Materials: Board, markers, five copies of Text, and worksheets. | | |
| Time | Set Up | Teacher Talk |
| 3 minutes  17 minutes | Whole Class  Whole Class | **Instruction**  First, we will read the articles that I will give you. Try to understand the content, and make sure read carefully so you can retain more. After reading, I’ll give you guys another worksheet that has many blanks. Give each pair a corresponding part of the worksheet. We can’t see each other’s worksheet because It has different blanks, but you can know the answer of others in your worksheet. You can tell pairs the answers that are going to guess missing words in sentences. Also, you can check the your partner’s answers in your worksheet. You’ll have 10 minutes to read your article. After reading for 10 minutes, I’ll give you the worksheet. We’ll fill the blanks for 7 minutes.  VOCABULARY  As students find their pairs, I will write the vocabulary words ‘a dee dah day’, ‘hurry sickness’, multi-tasking and on the board.  T: Now that you are in your groups, I want you to look at four vocabulary words I’ve written on the board. Can anyone tell me what ‘hurry sickness’ means?  S: (possible responses) a behavior pattern characterized by continual rushing and anxiousness  T: What about ‘a dee dah day?”  S: We already heard that song.  T: What about mult-tasking? Right! To execute two or more jobs concurrently.  T: You will encounter unfamiliar words as you read the article. If you come across an unfamiliar word that you can’t guess the meaning from context, first, circle the word and then find some definition cords. (show the definition envelopes) After that, still you’re confused that word, then discuss it with your group members or partner, If your partner can’t figure out the word meaning, I will assist you as I walk around and monitor each group’s activity.  **CCQs**  -Can you show the your worksheet to your partner?  -Why do not show the worksheet each other?  -Do you have to complete the worksheet?  -How much time do you have?  -If you encounter an unfamiliar word in the article, what is the first thing you should do?  **S: Students begin reading, and then fill the blank as much as they can remember.**  **T: monitors discreetly. Helps Ss with unfamiliar vocabulary and makes notes of Ss language errors.** |

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| **Task Realization** | | |
| Materials: Board, markers, five copies of worksheets and the paper that write the points. | | |
| Time | Set Up | Teacher Talk |
| 10 minutes | Pairs  Pairs | **Instruction**  T: OK. It’s now time to play the memory game. As I told you before, both pairs already read a same article, but you guys get the worksheet that have different blanks each.  Student A starts by reading the first sentence with answer and guessing the missing word in the sentence. If student A’s word is the same as what student B has in bold in their worksheet, Student A scores three points and write in the paper. If the guess is wrong, student A tries again for two points and then for one point.  Then, It’s student B’s turn to guess the missing words in the second sentence and so on.  This continues until all the sentences have been guessed.  The student with the most points at the end of the game wins. You will have 10 minutes to check the memory with your partner. Work with your partner to complete the worksheet.  CCQs:  -How much time do you have?  -Do you remember the article again alone?  -Do you complete the worksheet?  -Do you read just answer or whole sentence?  -When you tell the correct answer first time (second, third) how many points can you get?  **T-S:** All right. Class lets hear from each pair’s sentences and check the answer in your worksheet.  Elicit from Ss in each pair and listen to differing answers.  Elicit this from Ss. Write Ss points in the paper. |

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| **Post - Task** | | |
| Materials: board, markers, and prizes. | | |
| Time | Set Up | Procedure |
| 3 minutes | Whole class | **Feedback**  T: Do you enjoy today’s activity?  Who is the winner? How many points do you get?  Can you remember for long? Do you retain as much as you understand?  What does this article talk about?  (listen to what students say)  Although you are busy next week too, don’t miss your happiness.  Good job! Today! Do you have any questions so far?  see you tomorrow!!  Language Focus  Error correction: Write Ss errors you noted as you monitored filling in the blank on the board. Let Ss try to correct as a whole class. |

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| **SOS Activity** | | |
| Materials: board, markers, reading worksheet, questions worksheet and empty paper | | |
| Time | Set Up | Procedure |
| 5 minutes | Whole Class  Pairs | We going to have a time to talk about taxis in your own  Countries. Can you tell any experience or knowledge about using  taxis in your countries?  (after talking about taxis)  Now, we are going to do a reading race.  (put students into pairs to answer the questions, just speaking)  Each country text is cut up and stuck up around the classroom. One student in the pair stays with the questions, the other races to find the answer. You tell the answer to your partner writes it down.  (make sure the questions really do only need scanning to find a particular piece of information)  (after racing one time)  Let us take it in turns.  (repeat the race)  (after racing, get students to compare their answers, and opinions, with another pair)  Good job, everyone. How was it? Can any of you tell about one of the stories that you feel impressive?  Thank you for sharing your feelings. I believe this race will help you read any writings quickly. You did a good job. Let us exercise reading as much as we can. |

‘A Dee Dah Day”

A grandmother I know suggested a book, and it is entitled *The Life You’ve Always Wanted* by John Ortberg. The story in the book interestingly touches upon the ways of happiness the people today have forgotten by giving the examples of our busy daily lives. When the author bathed his young daughter and dried her off, she began to hum “Dee Dah Day,” and danced around in joy. She kept dancing the same steps, until he told her, “Stop with the dee dah day stuff, and get over here so I can dry you off. Hurry!” She asked him, “Why?” But he could give her no answer. He had no appointments, no work to take care of, and no one or deadline to meet. He comes to a realization then that he has been enslaved to the habit of shouting, “Hurry!” without any valid reason. He realizes that he has been letting this joyful moment, in which his daughter delightfully danced around after bath, slip away into thin air. He then circles around and dances the “Dee Dah Day” with her over and over again.

Children love to say, “Let’s do it again.” But the grownups reply that doing something again is a monotonous activity, a boring one. The grownups who cannot excite themselves without any stimulation find the children’s laughter and joy over doing something again and again boring and pedestrian. The author however reminds the readers that God repeated saying, “Do it again,” like any other children when He created the world and delighted in it, saying, “It was very good.” His point brings us to reflect ourselves who complain over our repetitive and constant daily life that has no elements of excitement.

The author also talks about the life of slowing. As he moved to Chicago and led a busy life, he asked a friend how he could survive the city life and have a good one. The friend replied after a long silence, “You must ruthlessly eliminate ‘hurry’ from your life.” He takes this example to come up with the term, “hurry sickness.” People today eat fast food because it is served fast, not because it is healthy or cheap. They go further and skip sitting in the restaurant. They rather order the food drive-thru and eat their meal while driving and listening to the news. He calls it, “multi-tasking,” and the successful and capable people in the modern times are determined by their ability to multi-task.

He criticizes how such people will end up with shallow and abstract knowledge. For example, President Lincoln was not a reader, but once he did, he repeated reading until he almost memorized the entire book. His biographer William Herndon once said that Lincoln read about a field less than other people in the United States but thought more than they did. The modern people, however, encounter a plethora of information and acquire skills, but their quick and hurried learning makes them abstract and shallow.

Another symptom of the “hurry sickness” is the diminished capacity to love. The author argues that love and hurry are poles apart. He calls it, “Sunset Fatigue,” which means that people have no strength to love and take care of their family after their loads of work at the workplace. The conversation in the family has to be shortened, and any chores with the family must be hurriedly finished. Eventually, the love in the family dies away. The famous psychologist Carl Jung even said, “Hurry is not of the devil; hurry is the devil.” According to many research reports, hurry has no correlation with productivity. And these words are some points we ought to contemplate as we read through the book.

From New Zealand Korea post

‘A Dee Dah Day’ by John Ortberg

**Student A**

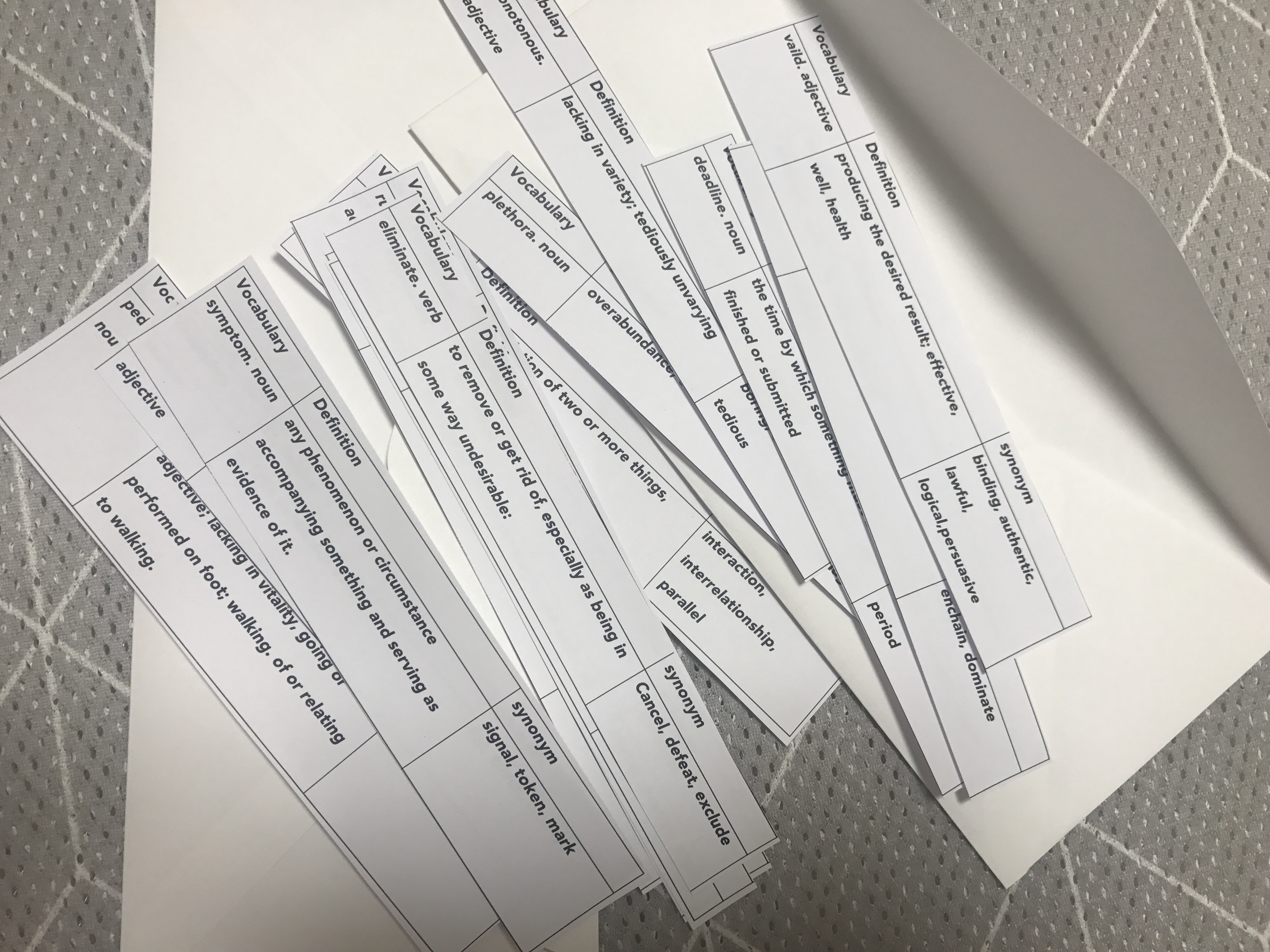
1. A grandmother I know suggested a book, and it is entitled () by John Ortberg.
2. The story in the book interestingly touches upon (**the ways of happiness**) the people today have forgotten by giving the examples of our busy daily lives.
3. When the author bathed his young daughter and dried her off, she began to hum (“ ”) and danced around in joy.
4. She kept dancing the same steps, until he told her, “Stop with the dee dah day stuff, and get over here so I can (**dry you off**).
5. She asked him, (“ ”) But he could give her no answer. He had no appointments, no work to take care of, and no one or deadline to meet.
6. He comes to a realization then that he has been enslaved to the habit of shouting, (“**Hurry!**”) without any valid reason.
7. He then ( ) and dances the “Dee Dah Day” with her over and over again.
8. Children love to say, (**“Let’s do it again.”**) But the grownups reply that doing something again is (**a monotonous activity**), a boring one.
9. The author however reminds the readers that God repeated saying, “Do it again,” like any other children when He created the world and delighted in it, saying, (“ ”)
10. The author also talks about the life of slowing. As he moved to (**Chicago**) and led a busy life, he asked a friend how he could survive the city life and have a good one.
11. The friend replied after a long silence, “You must ruthlessly eliminate (‘ ’) from your life.”
12. He takes this example to come up with the term, **(‘hurry sickness.’**)
13. People today eat ( ) because it is served fast, not because it is healthy or cheap. They go further and skip sitting in the restaurant.
14. They rather order the food (**drive-thru**) and eat their meal while driving and listening to the news.
15. He calls it, (“ ”) and the successful and capable people in the modern times are determined by their ability to ( ).
16. (**President Lincoln**) was not a reader, but once he did, he repeated reading until he almost memorized (**the entire book**).
17. His biographer William Herndon once said that Lincoln read about a field ( ) other people in the United States but thought ( ) they did.
18. The modern people, however, encounter a plethora of information and acquire skills, but their quick and hurried learning makes them (**abstract and shallow**).
19. Another symptom of the “hurry sickness” is the diminished capacity to ( ).
20. The author argues that love and hurry are (**poles apart**).
21. He calls it, (“ ,”) which means that people have no strength to love and take care of their family after their loads of work at the workplace.
22. (**The conversation**) in the family has to be shortened, and any chores with the family must be hurriedly finished. Eventually, the love in the family dies away.
23. The famous psychologist ( ) even said, “Hurry is not of the devil; hurry is the devil.”
24. According to many research reports, hurry has no correlation with (**productivity**). And these words are some points we ought to contemplate as we read through the book.

‘A Dee Dah Day’ by John Ortberg

**Student B**

1. A grandmother I know suggested a book, and it is entitled **(*The Life You’ve Always Wanted*)** by John Ortberg.
2. The story in the book interestingly touches upon ( ) the people today have forgotten by giving the examples of our busy daily lives.
3. When the author bathed his young daughter and dried her off, she began to hum **(“Dee Dah Day”),** and danced around in joy.
4. She kept dancing the same steps, until he told her, “Stop with the dee dah day stuff, and get over here so I can ( ).
5. She asked him, **(“Why?”)** But he could give her no answer. He had no appointments, no work to take care of, and no one or deadline to meet.
6. He comes to a realization then that he has been enslaved to the habit of shouting, (“ ”) without any valid reason.
7. He then **(circles around)** and dances the “Dee Dah Day” with her over and over again.
8. Children love to say, (“ .”) But the grownups reply that doing something again is ( ), a boring one.
9. The author however reminds the readers that God repeated saying, “Do it again,” like any other children when He created the world and delighted in it, saying, **(“It was very good.”)**
10. The author also talks about the life of slowing. As he moved to ( ) and led a busy life, he asked a friend how he could survive the city life and have a good one.
11. The friend replied after a long silence, “You must ruthlessly eliminate **(‘hurry’)** from your life.”
12. He takes this example to come up with the term, (‘ ‘)
13. People today eat **(fast food)** because it is served fast, not because it is healthy or cheap. They go further and skip sitting in the restaurant.
14. They rather order the food ( ) and eat their meal while driving and listening to the news.
15. He calls it, **(“multi-tasking,”)** and the successful and capable people in the modern times are determined by their ability to **(multi-task).**
16. President ( ) was not a reader, but once he did, he repeated reading until he almost memorized ( ).
17. His biographer William Herndon once said that Lincoln read about a field **(less than)** other people in the United States but thought **(more than)** they did.
18. The modern people, however, encounter a plethora of information and acquire skills, but their quick and hurried learning makes them ( ).
19. Another symptom of the “hurry sickness” is the diminished capacity to **(love).**
20. The author argues that love and hurry are ( ).
21. He calls it, **(“Sunset Fatigue,”)** which means that people have no strength to love and take care of their family after their loads of work at the workplace.
22. ( ) in the family has to be shortened, and any chores with the family must be hurriedly finished. Eventually, the love in the family dies away.
23. The famous psychologist **(Carl Jung)** even said, “Hurry is not of the devil; hurry is the devil.”
24. According to many research reports, hurry has no correlation with ( ). And these words are some points we ought to contemplate as we read through the book.

Definition Cords

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