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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: The Color TVs** |

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| Instructor:  **Joy Kim(Bo-min)** | Level:  **Elementary** | Students:  **6** | Length:  **35 Minutes** |

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| Materials:  - PPT file, monitor(screen)  - Reading worksheet (6 pieces)  - Comprehension worksheets (6 pieces)  - Discussion worksheet (6 pieces)  - Writing worksheet (6 pieces)  - Matching worksheet -SOS plan (6 pieces) |

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| Aims:  - Students improve reading skill and understand the story by remembering details and reviewing the story  - Students understand key vocabulary by visual aids(pictures) and context before  they read the context  - Students practice speaking with their classmates by having discussion |

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| Language Skills:  Reading- “the color TV” context, directions  Speaking- discussion  Writing- worksheets  Listening- teacher’s instruction, speaking of classmates |

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| Language Systems:  Discourse: context  Lexis: key vocab |

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| Assumptions:  - Students already know the teacher’s style of teaching and the pace of the course  - Students know they are allowed to speak only English in the classroom |

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| Anticipated Errors and Solutions:  - If time there is more time than expected, give students matching worksheet (SOS plan)  - Students may take the activities too long, be flexible with time management  - If one student does not have his/her partner, be his/her partner. |

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| References:  - dictionary.cambridge.org  - book ‘*Easy True Stories’*  - www.google.co.kr |

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| **Pre-task** | | | |
| **Materials:** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Greeting, communicating with teacher, answering questions | **Procedure:**  Good afternoon, everyone! I hope that everyone had good lunch and is doing well. Do you have any special plan for next week?  Because my TESOL class will be ended this Friday, I might be just staying in my house all day from next week. Well, it’s good for me because I can rest, but I will be so lazy at my house.  **Eliciting**  What do you usually do in your house?  (Listening to Ss’ answers, guiding until to hear ‘watching TV’)  There is one man, whose name is Jim, and he used to watch his TV, but he cannot watch his TV anymore. Let’s read what happened to him. |

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| **Task Preparation** | | | |
| **Materials:** **PPT file, monitor(screen), reading worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  4 min | Whole class  Whole class  Individually | Looking at the screen, answering questions, reading the words  Listening to teacher’s instruction, answering the questions  Reading the worksheet | **Procedure:**  Before we read the story, let’s look at the screen. There are some words that we need to know.  (Showing the PPT file on the screen)  **Vocabulary**  First word is ‘neighbor.’ Do you guys know what neighbor is?  (Giving chances to students to guess)  Neighbor means ‘someone who lives very near you, especially in the next house.’  Next word is driveway. Can anyone guess what this word means?  (Giving chances to students to guess)  Driveway means ‘the area of ground that you drive on to get from your house to the road.’  Carry! Can anyone show me what the action ‘carrying’ is? Yes! Carrying is like this.  (doing the motion of the word)  Carry is a verb. It means ‘to hold something or someone with your hands, arms, or on your back and take them from one place to another.’  Next word, fix. It’s also a verb. Anyone?  (Giving chances to students to guess)  It means ‘to repair.’ Then who fixes computers? Yes. Maybe a computer repairman.  The next word is related to this word.  Repairman. It’s a person who fixes and repairs something, right?  The last word is robber. Who is robber? Can you guys guess through this picture? (Giving chances to students to guess)  Yes! A robber is a thief.  **Reading**  Now look at these cartoons and listen to the story first.  (Show the cartoons on the screen and read the story to students)  Did you listen carefully? Were the cartoons matched to the story?  Did you like the reversal of the story?  Instruction  I will give you the worksheet. I want you to read this story again by yourself. You have 2 minutes to read.  CCQ  How much time do you have? (2 minutes)  Start! |

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| **Task Realization** | | | |
| **Materials: Comprehension worksheets** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | Doing worksheets-Individually, checking answers- whole class | Listening to teacher’s instruction, answering the questions, doing the worksheets | **Procedure:**  **Worksheet #1**  I will give you a worksheet which is about remembering details.  Instruction  Look at the worksheet that I gave you. Read two sentences for each number. Circle *a* or *b* that you think correct. You have 2 minutes to complete this worksheet.  CCQ  How much time do you have?  (monitor discreetly, answer students’ questions)  Okay, Let’s check the answers together.  Number one, \_\_\_\_\_\_\_ could you read the correct sentence that you circled?  (check answers from number one through number five)  **Worksheet #2**  I will give you another worksheet. It’s about reviewing the story.  Instruction  Write the correct word on the line. Number one answer is already in the blank to show you an example how to do. You have also 2 minutes to complete. Start!  (monitor discreetly, answer students’ questions)  Let’s check the answers together from number two.  (check answers from number two through number five) |

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| **Post Activity** | | | |
| **Materials: Discussion worksheet, Writing worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min  4 min  8 min | Pair  Whole class  Individually  Whole class | Listening to teacher’s instruction, answering the questions, discussing with partners  Saying answers  Listening to teacher’s instruction, doing the worksheet  Reading their sentences, guessing together | Procedure:  **Discussion**  Instruction  I will divide you into three groups with  two people. There is a direction at the  top of the worksheet. Discuss this topic  with your partner. You have 3 minutes  to discuss.  Let’s read together.  CCQ  How much time do you have?  Are you working with your partner?  What answers do you have? Let’s have  everyone take turn and say one thing.  (hearing students’ answers)  Okay, in my list I have ‘money, jewelry,  radios, TVs, cameras, antiques,  computers, guns..’  **Writing**  Instruction  Look at worksheet, choose one picture to write about. People in the picture are the robbers! Write three sentences about that person. For example: He is thin, he wears glasses like that. You have 3 minutes to complete. Start!  (monitor discreetly, answer students’ questions)  Time’s up! Do you need more time?  Yes-> give one more minute  Instruction  Everyone look at me and read your sentences to a classmate. Let’s guess together which robber your classmates wrote about.  (Guess together)  Alright. Today’s class is over. Everyone did good job today. Have a great day! |

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| **SOS Activity** | | | |
| Materials**: Vocab worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | Individually | Listening to the direction, doing the worksheet | **Procedure:**  Instruction  Match the words and the pictures. Write your answer on the line. |