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| ☐ Listening ☐ Speaking ■ Reading ☐ Grammar ☐ Writing |
| **Topic: Sea Creatures** |

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| Instructor:  Lily | Level:  Upper Beginner | Students:  11 | Length:  34 Minutes |

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| Materials:  11 copies of text “ Sea Creatures”  11 copies of worksheet #1 ,#2 ,#3 ,#4 and #5  Flash cards about sea creatures.  Whiteboard, markers |

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| Aims:  Main aim : Students will develop intensive reading skill by answering a guiding question to find the main idea and answering multiple choice questions to understand  the details.  Secondary aim : Students will be familiar with key vocabulary by teacher’s explanation  and C.C.Q  Personal aim : I want my students to learn scientific knowledge by reading text. |

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| Language Skills:  Reading : Matching worksheet ,guiding question, comprehension question on the text.  Speaking : Sharing ideas with partner.  Writing : Write about squid and octopuses.  Listening : Listening to teacher’s instruction, demonstration ,classmates’ ideas |

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| Language Systems:  Lexis : fin, whale .lobster, squid ,starfish, octopus, crab, shrimp, clam, bone  Phonology : practicing new vocabulary  Function : writing about squid and octopuses.  Discourse : let students present about squid and octopuses. |

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| Assumptions:   * Ss know how to skim and scan. * Ss have ever seen some sea creatures. * Ss can speak and write in English but not very accurately. |

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| Anticipated Errors and Solutions:   * If students need more time to finish their activities   →Be flexible with the time and give them more time to finish their activity.   * If some students finish their worksheets and task earlier than others.   →Give them SOS activity sheet (If not used in the class, give it to students as homework )   * If students do not know some words .   →Explain the meanings of the word to the students. |

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| References:  ●English definitions →NAVER dictionary  ●Reading Text →YBM si sa –Blue Ribbon English 5  ●SOS worksheet →https://www.education.com/worksheet-generator/reading/ |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Greeting | Hello every one ! how are you today ?  Good! Let’s start today’s lesson. |

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| **Pre-Activity** | | | |
| Materials: Board, Board makers, Flash cards, worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  2min  1min  1min  1min  1min | Whole class  Pairs  Point some teams  Whole  Class  Individually  Whole class | Answering the teacher’s questions  Discuss with partner  Present  Their opinion  Listening to teacher  Working on the worksheet #1  Checking the answers | **Procedure**  **1 Introduce topic**  Have you ever seen under the sea ?  What could you see?  ((encourage Ss to show off their expertise))  We will learn about ‘sea creatures’ today  (( show the flash cards about sea creature ))  What is your favorite sea creature ? Why?  Share your thought with your partner.  I’ll give you 2minutes.    **Demonstration**  ( tell students teacher’s favorite things)    **I.C.Q**  Are you working in pairs?  How much time do you have ?  What will you do ?  Let’s start !  Time’s up    **Students’ opinion check**  **2 Vocabulary**  New , we are going to do a matching activity  (distribute the worksheet #1 )  **Instruction**  Match the word on the left to the picture on the right  Draw a line to match .  Work it individually. I’ll give 1 minute.    **Demonstration**  **I.C.Q**  Are you working alone?  What will you do ?  How much time do you have?  Let’s start !  Time’s up  Let’s check the answer for number 2 ?  (check all the answers orally with the Ss )  O,k , now let’s start reading out text. |

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| **Main Activity** | | | |
| Materials: worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  5min  1min  1min  5min  1min  2min  5min  1min | Whole class  Individually  Whole class  Whole  Class  Individually  Whole class  Whole class  Pairs  Whole class | Listening teacher’s instruction  Reading the text and working on the worksheet #2  Checking the answers  Listening teacher’s instruction  Working on the worksheet #3  Checking the answers.  Listening teacher’s instruction.  Working on the worksheet #4  presentation | **Procedure**  **Ⅰ Reading for the Main Idea**  (distribute the reading text, worksheet #2 )  **Instruction**  Skim the text individually and silently and Find the answers as you read. I’ll give you 5minutes  **Demonstration**  **I.C.Q**  What will you do ?  Are you working alone ?  How much time do you have ?  Let’s start !  (Monitor discreetly)  1 minute left. ( If student need more time,  give them 1 minute more)  Let’s check the answers together  What is the answer for #2  Good job !  **Ⅱ Reading for the details**  **Instruction**  ( distribute the worksheet #3**)**  Now, I’ll give you the third worksheet.  This time ,scan the text and find the answers to the questions  You have 5minutes. work it alone.  **I.C.Q**  What are you going to do ?  Do you work alone?  How much time do you have?  Let’s start !  (monitor discreetly )  Are you done ? (Be flexible with time )  Do you need more time ?  (If they say “yes” – give 1more minute )    Check Answers  **Ⅲ Production**  I’ll give you the fourth work sheet.  Imagine squid and octopuses in your head.  and describe them.  I ‘ll give you 5 minutes, work with your partner.  **Demonstration**  **I.C.Q**  Are you working alone ?  What will you do ?  How much time do you have ?  Let’s start  (monitor activity )  1minute left  ( Be flexible with time )  It’s time to present your ideas. |
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| **Post Activity** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | Figuring out the mistake | **Error correction**  We’ll review some errors  (correct the mistake made by the students)  **Feed back**  Did you have fun today?  You learned something about ‘ sea creatures”  What is the most interesting part ?  (listen to students’ ideas )  **Warp-up**  Good job ! I’m so proud of you  I hope you enjoyed today’s lesson  Have a good day |

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| **SOS Activity** | | | |
| Materials: worksheet #5 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Those who finished earlier | Solving the crossword puzzle | **Instruction**  You finished the activity early. While waiting for other pairs to finish it, solve the puzzle.’  All the words here were used in today’s lesson    (If not use in the class )  Everyone, this is crossword puzzle. You should  Finish it at home. The word were used in the ‘  lesson today. Read the meaning of the word and  review the words we ‘ve learned today.  Thank you ! |



Worksheet#3

Comprehension Question

Choose the right answers

1. Fish can move through the water because of their………..

ⓐ fins ⓑeyes ⓒ wings

1. What is the biggest fish ?

ⓐ the whale ⓑthe shark ⓒ the whale shark

1. What do squid and octopuses have in common?

ⓐ They don’t have bones.

ⓑ They need strong houses.

ⓒ They live in shallow water near the shore.

1. What are they ? ( )

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| They breathe air. They live in the water. They give birth to live babies |

1. What is it ? ( )

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| It is the biggest fish. It weight over 20 tons.  It reaches 50 feet in length. |

1. Why did Sara answer that whale is the biggest fish in the sea ?
2. Write the same word in each blank.

Work sheet #4

Write about squid and octopuses by given word.

1. **What do squid look like?**

1. **What do octopuses look like?**
2. **What do they have in common?**

**Sea Creatures**

**Fish have fins says Mr. Gordon.**

**What are the fins for ? asks Chloe.**

**Fish can move through the water because of their fins.**

**Do you know what the biggest fish is in the sea? asks Mr. Gordon.**

**A whale ! says Sara.**

**But a whale isn’t a fish. Fish lay eggs. But whales give birth to live babies and feed their babies. Fish breathe in the water.**

**But whales breathe air, explains Mr. Gordon.**

**Actually , the world’s biggest fish is the whale shark.**

**It reaches 50 feet in length and weighs over 20 tons, concludes Mr. Gordon.**

**Are squid and octopuses the same ? asks Todd.**

**Squid and octopuses have some things in common. They don’t have bones, explains Mr. Gordon. What about clams? asks Chloe. Clams don’t have bones , either ,says Mr. Gordon. What about their shells ? They are so hard , says Chloe**

**Mr. Gordon smiles and answer, A shell is just a clam’s house.**

**Clams live in shallow water near the shore, so they need strong houses.**

**What about the coral reefs ? asks Sara. They are made of tiny animals.**

**When they die, they leave a hard structure. So coral reefs are actually dead.**

**Lobsters, starfish, shrimp, and crabs all live on reefs, say Mr. Gordon.**