READING LESSON PLAN

**Topic: Unsolved Mysteries**

Instructors: Christina Lee Level: Upper Intermediate (Adults)
Students: 9 Length: 30minutes

# MATERIALS

* White board
* Board Markers
* Worksheet#1 - (9 copies)
* Cards#1 & Cards#2 - (2copies)
* SOS activity worksheet- (9 copies)

# AIMS

* Main: Students will develop intensive reading skill by reading about unsolved mysteries and possible explanations
* Secondary: Students will be able to improve speaking and writing skills by speculating possible explanations by group discussion, free practice writing and presentation
* Personal: I want to give clear directions and build rapport with my students.

# LANGUAGE SKILLS

* Reading: read the text and match cards
* Speaking: answer the guiding question, group discussion and presentation
* Writing: free practice writing
* Listening: pair/group discussion and presentation

# LANGUAGE SYSTEMS

* Phonology: pronunciation of new vocabulary words
* Lexis: words (glow, moonlit, moth, antimatter, astronomer, freak wave, flap, hoof, migratory, comet, underneath, horn.)
* Function: giving information
* Discourse: reading cards about mysteries and possible explanations

# ASSUMPTIONS

*Students already know:*

* Students know the mysteries unsolved
* Students know the jigsaw activities
* Four language skills and language system

# ANTICIPATED ERRORS AND SOLUTIONS

* If students need more time to finish their activities, give them more time to finish their activity
* If students finish their worksheets or a 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 meaning of the words to the students

# REFERENCES

* <http://www.onestopenglish.com/skills/speaking/lesson-plans/miscellaneous-worksheets/unsolved-mysteries/151723.article>

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# LEAD IN

Materials: None

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| --- | --- | --- | --- |
| Time | Set Up | Student Activity  | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions | Good morning! How are you today? |

# PRE-ACTIVITY

Materials: White board, Board markers, Worksheet#1

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Set Up | Student Activity  | Teacher Talk |
| 2min4min1 min | Whole classIndividuallyWhole class | Discussing on the guiding questions with the partnerWorking on the worksheet#1Checking the answers together | **Spark interest/Introduce Topic**Have you experienced something strange you cannot explain?I will tell one example story.One day, I got up in the morning to find a big hole had appeared in the street outside my house, and neither I nor my neighbors can explain what happened. Please discuss any possible explanations with your partner. One example is an earthquake. I’ll give 1 minute. Afterwards, one student of each pair will present***ICQ***What are you going to do?How much time do you haveYou may begin(Monitoring discreetly)Ok. Time’s upPlease share your idea with whole classDo you notice what today’s topic is?Today, we are going to discuss on the Unsolved Mysteries (Board topic)**2. Pre-teaching Vocabulary**Before we read the text, let’s learn some new vocabularies. let me give you worksheet(#1)(Hand-out)***Instruction***You’ll preview words by answering the question by yourself. I’ll give you 2 minutes for this activity***Demonstration***Here is an example. Read the first question together. What’s the answer for (a)? Right, “It can (flap**)** its wings up to 400 times “. Like this, Choose the word in the box and fill in the blanks ***ICQ***Are you working alone?How much time do you have?You may begin(Monitoring discreetly)Times up.Let’s check the answers together. What did you get for the (b)?OK! Let’s read together (drilling) |

# MAIN-ACTIVITY

Materials: White board, Board markers, Cards#1, Cards#2

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Set Up | Student Activity  | Teacher Talk |
| 5min10min2min4min | GroupGroupWhole classWhole class | Read and guessRead and matchPresent and listenWrite down and present | 1. **Solo reading**

I’ll divide you into 2 groups. (Group arrangement)Each one of you will be given 2 or 3 cards randomly. Please read carefully. If finished, pass yours to next person until all your group members are completed. After reading, please guess about which mysteries are the cards saying? These cards are possible explanations about unsolved mysteries.It might be mysteries you already knew. So, try guessing! For your information, there are 5 kinds of unsolved mysteries cards are saying about.(handout cards)I’ll give 4 minutes. ***ICQ***Are you working alone?How much time do you have?You may begin(Monitoring discreetly)1. **Group reading**

Now, I’ll handout another cards describing mysteries. You will have to guess and try to match mysteries with 2 possible explanations. (One mystery – two possible explanations) Work together in your groups and be ready to present. All of you will present.(Pass out the cards)I’ll give 8 minutes. ***ICQ***Are you working alone?How much time do you have?You may begin1. **Game**

With these matching activities, We will play a game. Each group will get a point if you present 2 possible explanations correctly. Actually two groups have one same possible explanation card and one different possible explanation card. Thus ,When other group present answers, please listen and think if that is correct or not.(Run the game)Times up! Let’s check the answers1. **Free Practice/Production**

Great work everyone! There still exist many mysteries unsolved.Now, we will create our own possible explanation. Please choose one, amongst 5 mysteries and write down your own explanation about why this was happened. Work alone and be ready to present. I’ll give 2 minutes***ICQ***Are you working alone?How much time do you have?You may begin(Monitoring discreetly)Times up! Let’s share the ideas |

# POST-ACTIVITY

Materials: White board, Board markers

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Set Up | Student Activity  | Teacher Talk |
| 1min | Whole class | Answering teacher’s questions | 1. **Error Correction**

Write sentences on the board that Students misspoke during the activities. 1. **Feedback**

 Did you have fun? How do you feel?1. **Conclusion**

Thank you for participating in this class and If time permits, please search more mysteries and read them. See you tomorrow. |

# SOS ACTIVITY

Materials: White board, Board markers, SOS worksheet

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Set Up | Student Activity  | Teacher Talk |
| 2 min1min | IndividuallyIndividually | Change the verb properlyCheck answer | ***Instructions***(Hand out SOS worksheet)Look at the word definition and fill in the puzzle properly I’ll give you 2 minutes and you will work alone. ***Demonstrate***Let’s try the first one together. Number 1(down)***ICQ***Are you working in pairs?How much time do you have?You may begin(Monitoring discreetly)(after 2 minutes)OK, Times up!***Check answer***Have students compare answers with each other. If needed, students are to present |

Vocabulary *(worksheet#1)*

|  |
| --- |
| glow moonlit moth antimatter astronomer freak wave flap hoof migratory comet underneath horn |

1. It can **\_\_\_\_\_\_\_** its wings up to 400 times
2. He went out on a **\_\_\_\_\_\_\_\_\_**night
3. The **\_\_\_\_\_\_\_**of sunset is spread out over the evening sky
4. The horse began pawing with a front **\_\_\_\_\_\_\_**
5. It can make the sound of a car **\_\_\_\_\_\_\_**
6. One time, this big **\_\_\_\_\_\_\_** almost flew into my mouth!
7. Great Cormorant is known as the winter **\_\_\_\_\_\_\_\_\_**bird
8. When matter and **\_\_\_\_\_\_\_\_\_\_** met, as anyone who watches Star Trek knows, they should have disappeared to form pure energy
9. A(n) **\_\_\_\_\_\_\_\_\_\_** can determine the brightness of each star.
10. He was born when Halley's **\_\_\_\_\_\_\_\_** approached the Earth
11. In 1995, she lost part of her house when she was hit by a 95ft **\_\_\_\_\_\_\_** caused by Hurricane Luis
12. Leave the key **\_\_\_\_\_\_\_\_\_\_\_\_** the mat

SOS Worksheet

Crossword Puzzle

3/444

2

1/5

8

6

7

***Down***: 1. scientist who studies the stars, planets, and other natural objects in space

1. bright object with a long tail that travels around the sun
2. insect like a butterfly which usually flies about at night

***Across***: 4. lit by moonlight 5. In science, a form of matter whose particles have characteristics and properties opposite to those of ordinary matter

6. under something 7. dull, steady light

8. bird, fish, or animal is one that migrates every year

Vocabulary Answers *(worksheet#1)*

|  |
| --- |
| glow moonlit moth antimatter astronomer freak wave flap hoof migratory comet underneath horn |

1. It can **flap** its wings up to 400 times
2. He went out on a **moonlit** night
3. The **glow** of sunset is spread out over the evening sky
4. The horse began pawing with a front **hoof**
5. It can make the sound of a **car** **horn**
6. One time, this big **moth** almost flew into my mouth!
7. Great Cormorant is known as the winter **migratory** bird
8. When matter and **antimatter** met, as anyone who watches Star Trek knows, they should have disappeared to form pure energy
9. An **astronomer** can determine the brightness of each star.
10. He was born when Halley's **Comet** approached the Earth
11. In 1995, she lost part of her house when she was hit by a 95ft **freak** **wave** caused by Hurricane Luis
12. Leave the key **underneath** the mat

SOS Worksheet Answers

Crossword Puzzle

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**Down**: 1. scientist who studies the stars, planets, and other natural objects in space

1. bright object with a long tail that travels around the sun
2. insect like a butterfly which usually flies about at night

**Across**: 4. lit by moonlight 5. In science, a form of matter whose particles have characteristics and properties opposite to those of ordinary matter

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