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| XXX Activity or Task Based Lesson [ ]  Language Based or Presentation, Practice, Production PPP Based Lesson[ ]  Storytelling Lesson Plan [ ]  Puppet Play Presentation |
| **Topic: It’s A Mystery** |
| Instructor:Julia | **Students Competency Level and Student ages****Elementary 7-8 years old** | **Number of Students:****12**  | **Lesson Length:****55min** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**- Mystery Box- Owl Drawing- Dog Drawing- Snoring Drawing- Clock Drawing- Bathtub Drawing- Stairs Drawing- Mystery Story Script- Phone- Mystery Box Song MP3- Sound Effects MP3Owl HootingDog BarkingSnoringClock TickingWater DrippingFootstepsStairs CreakingDoor Opening- Bluetooth Speaker- It’s A Mystery Worksheet |
| Lesson Objectives (What do you want the students to know (**new skill** or **knowledge** that you want them to gain)? And What do you want them to be able to do?Ss will enjoy being able to and improve guessing correctly and make up story with their ideas by participating in activities of this lesson. |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**Ss will get interested in lesson by listening to mystery story with sound effectsSs will improve vocabulary by listening the story and playing the activitySs will improve listening and speaking skills by asking and responding to Ss in English- communication activitySs will participate with fun in sharing their own ideasSs will gain writing skills by making up the following story |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Reading: **(Where did reading occur in the lesson?)**

Worksheet* Listening:**(Where did listening occur in the lesson?)**

Teacher’s talk, Mystery Story* Speaking: **(Where did speaking occur in the lesson?)**

Mystery Box Activity, Questioning, Answering, Sharing their stories* Writing: **(Where did writing occur in the lesson?)**

Making up story |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**Ss have interest in mystery storiesSs think guessing what they cannot see is funSs understand mysterious and scary atmosphereSs know general vocabulary and basic grammar of the lesson |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**If phone is not working, teacher makes soundsIf all the lesson is finished too soon, T asks Ss to present their drawings |
| References:<https://www.youtube.com> |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**- Mystery Box- Phone - Mystery Box Song MP3- Bluetooth Speaker |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1211 | WholeWholeWholeSs | Greet TListen to TListen to T and a songSing together | Greet studentsTell T’s story of how T found Mystery BoxIntroduce Mystery Box and Mystery Box SongAsk Ss to sing Mystery Box Song together |

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| **Pre-Activity or Task Familiarization Part (Presentation Part for Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**- Mystery Box- Owl Drawing- Dog Drawing- Snoring Drawing- Clock Drawing- Bathtub Drawing- Stairs Drawing- Phone - Mystery Box Song MP3- Bluetooth Speaker |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 112*3X*131 | GroupGroupGroupGroupGroupGroupGroup | Move into groupsListen to what T saysListen to T *Everything below happens three times*Each group comes out andfollow T’s directionsPlay the activitySing Mystery Box Song and see what is inside | Divide Ss into 3 groupsGive instructions that one team will come out and guess what is inside of the box. The team can ask 10 questions to find out and other teams would answer the questionsT gives demonstration by asking questions*Everything below happens three times*Ask one team to come out to the front and show the drawing in Mystery Box to the rest of SsAsk Ss to keep asking and answering until the student guesses rightShow what is in the Mystery Box with singing Mystery Box Song |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student-centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**- Phone- Sound Effects MP3Owl HootingDog BarkingSnoringClock TickingWater DrippingFootstepsStairs CreakingDoor Opening- Bluetooth Speaker- Mystery Story Script- It’s A Mystery Worksheet |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 13153 | WholeWholeWholeSsSs | Stay seatedListen to T’s talk and sound effectsGuess what T asksMake up own storiesPresent their writing and others listen to the speaker | Make a classroom darkTell a mystery story with sound effects then make a classroom light Ask Ss to guess who was coming in and what would happen nextHand out worksheet and ask Ss to make up their storiesAsk Ss to present their stories |

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| **Post Activity or Post Task Part (Wrap-Up Part to Close the Lesson on a high note to and consolidate language learned in a communication-based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**- Phone- Mystery Box Song MP3- Bluetooth Speaker |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1561 | SsSsSsSsSs | Think about what to draw a scene of their storyListen to the songDraw a scenePresent and describe their drawingsApplaud | Hand out papers and ask Ss to draw a scene of their storyPlay Mystery Box Song while Ss are drawingMove around the class and encourage their workAsk Ss to present their drawings to class and T facilitates class feedbackCongratulate and thank Ss for accomplishment |

- Mystery Box



- Owl Drawing - Dog Drawing - Snoring Drawing



-Clock Drawing -Bathtub Drawing -Stairs Drawing



-Mystery Story Script

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| It was night-time. Everyone in Tommy’s house was sleeping. All but Tommy.He was sitting up in his bed. There was too much noise.Outside, an owl was hooting, and some dogs were barking.In the house, his father was snoring.Tommy’s clock was ticking. The water in the bathroom was dripping. Suddenly, there were footsteps up above.Who was walking upstairs? What was that?The stairs were creaking. Who was walking down the stairs?Oh, no! His bedroom door was opening.Who was coming in? |

- It’s A Mystery Worksheet

