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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: How To Design Your Dream Robot** | | | |
| Instructor:  Sujin | **Students Competency Level and Student ages**  **Elementary, 7-9 years old** | **Number of Students:**  **10 students** | **Lesson Length:**  **50 minutes** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * Whiteboard and Markers. * Cell Phone * Bluetooth Speaker * Body Song MP3 * Picture Flash Cards: * “Body Part” * “Bone Structure” * Sound of Big Hero Video Clip * A Robot Becoming A Reading Partner Article * “Design Your Dream Robot” Worksheet. * A Big White Paper. * Movable Paper Robot Shape Example | | | |
| Lesson Objectives: The main objective of the lesson is to learn about the names and functions and improve the ability discuss each body parts and bone structures of people. | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Practice speaking skills by explaining the roles of each body parts. * Improve writing skills by writing down your “Design Your Dream Robot” worksheet. * Improve speaking skills by sharing your ideas with your partners. * Improve listening skills by listening to other students’ robot functions. | | | |
| 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?)** * When Ss reads the article on “A Robot Becoming As a Reading Partner” * Listening: **(Where did listening occur in the lesson?)**   When Ss listen to other Ss “Design Your Dream Robot” presentation.  When teacher talks about magic stories.   * Speaking: **(Where did speaking occur in the lesson?)**   When T asks students questions about body parts, bone structures, robots.  When Ss do presentation on “Design Your Dream Robot” Worksheet.   * Writing: **(Where did writing occur in the lesson?)**   When Ss fill out “Design Your Dream Robot” Worksheet. | | | |
| 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.)**   * All Ss are aware of the names of body parts, humanoid robots, the movie. * All Ss probably have their own thought of how your body parts and bones function. * All Ss can think of their dream robot. * All Ss will enjoy and also have fun. * Ss are able to create future tense sentences to describe their dream robot in the future. | | | |
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| 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 Ss may not have enough ideas. 🡪 Inspire them by showing the example of the teacher. * If the activity lasts too long 🡪Ss divide the class into group, and do group presentation. * If the activity finished too soon🡺 Teacher suggests to read the vocabularies used in the class. * If Ss may not understand the instruction: 🡺T helps them to explain more of examples. * If certain Ss are shy🡺T encourages them, give positive feedback, and change roles for them. | | | |
| References:  [www.google.com](http://www.google.com)  [www.naver.com](http://www.naver.com)  [www.youtube.com](http://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)**   * Sound of “Big Hero” Video Clip * Cell Phone * Picture Flash Cards: * “Body Part” * “Bone Structure” | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1min  3min  1min  5min | Whole  Whole  Whole  Group | Greeting from teacher  Ss listen to music and become interested.  Ss respond.  S look at the picture cards of “Body Part”  S look at the picture cards of “Bone Structure” | Greeting.  T asks Ss how they come to the class.  T plays “Body Song” with gestures.  T Asks Ss which body part they could catch from the song.  T and Ss look at the body part picture and find out the ones that Ss do not know. T asks Ss to match the word and the position of the bone structure. |

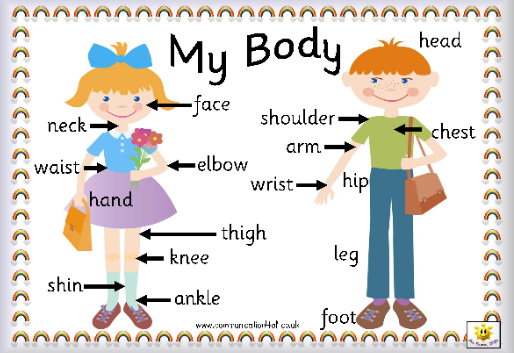
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| **Pre-Activity or Task Familiarization Part (Presentation Part for Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**   * Sound from Big Hero Video Clip * Cell Phone * A Robot Becoming A Reading Partner Article | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 5min.  5min. | Whole  Whole | Ss listen to the movie clip of “Big Hero”  Ss look at the article. | T introduces and plays video clip. T asks Ss to find out what the movie is about and who is Bay Max.  T introduces and hands out the article  T briefly tells the summary of the article.  T gives the example of how robots can help us. |

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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)**   * Design Your Dream Robot Worksheet. | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2min.  10min.  10min. | Groups  Individual | Ss choose one paper.  Ss look at the worksheet and fill out.  Ss give presentation. | T asks Ss to choose one paper out of 5.  (On the paper, 5 body part names are written: Head, Left arm, Right arm, Left Leg, Right Leg)  T hands the worksheet over.  T tells Ss the T’s example on the worksheet and directs students to prepare  T directs students to present their robot. T listens and responds to individual presentation.  T facilitates class feedbacks. |

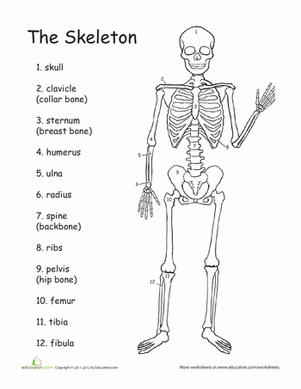
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| **Post Activity or Post Task Part (Wrap-Up Part to Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**   * A big paper * A Movable Paper Robot Example | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2min.  3min. | Whole  Whole | Ss look at the board.  Clap hands together. | T gathers the worksheet together and put them together on the board.  Congratulate and T appreciates Ss participation. |

Picture Flash Cards

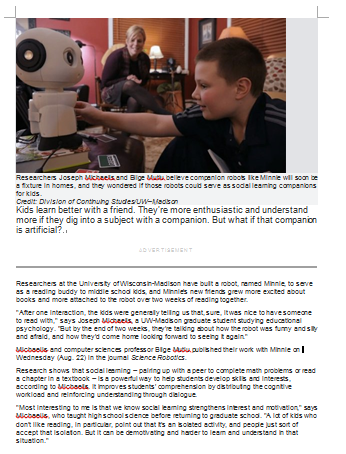
* Body Part



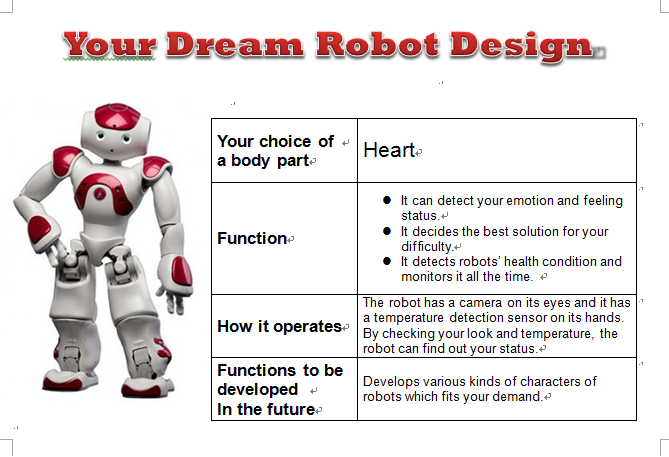
* Bone Structure

[](https://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjSip63yb3eAhXIfXAKHUPWBb4QjRx6BAgBEAU&url=https://www.education.com/worksheet/article/anatomy-skeleton/&psig=AOvVaw1kycRkRKqzxEbPK7JHnuwA&ust=1541518329867912)

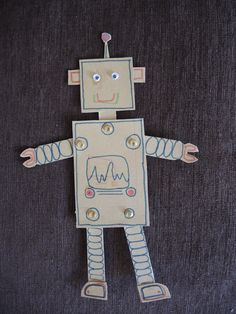
* A Robot Becoming A Reading Partner Article



* “Your Dream Robot Design” Worksheet



* Movable Paper Robot Shape Example

[](https://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwitxOLI1b3eAhXUEnAKHTu-CogQjRx6BAgBEAU&url=https://www.pinterest.com/artprojectsforkidsorg/cardboard-craft-ideas/&psig=AOvVaw336d6Y0XtxeQ0zyIrxog6B&ust=1541521583701957)