

LESSON PLAN - Intention and evaluation

Name: Sarah Miller Length of TP: 30 mins Date: February 13, 2017

Estimated no. of ss: 10 Level: Elementary Coursebook: Cutting Edge

Lesson type: Receptive Skills: Reading

Materials needed: Lesson Plan, textbooks, pencils, teacher textbook, chart fill-in handouts, picture of VA farmers market, tape and CD realia, jewellery realia, pictures of carpets and rugs and herbs and natural medicines, matching activity, whiteboard

Main aim(s): By the end of the lesson the students will have had practice in scanning a reading on the topic of markets around the world.

Anticipated problems and solutions

- There could be a good amount of vocabulary in the readings that students are unfamiliar with. I will pre-teach vocabulary that I anticipate students to not know and that is key to completing the gist and detail tasks before we look at the passage.
- The pictures of each market are very small and are not super clear. If students are struggling to tell which one is which, I will tell them to underline what is in each market in the book, and then look specifically for those things in the pictures. I will also allow them to work in pairs so they can bounce ideas off one another.
- Students could try to read intensively rather than skimming and scanning. I will give them a shorter time limit than they'd need to read intensively.

Areas of my teaching performance I want to work on:

- Give very simple, clear directions
- Ask clear, direct questions
- Time management – keep an eye on the clock

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TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
:02	Lead-in To introduce the topic of the Reading	- Show a picture of a market in China. - Show a picture of the farmers market in Virginia. - Say: This is a market in America. I love to shop there because the produce is fresh and delicious, and there are beautiful flowers. - Ask: Do you like markets? What do you like to buy at markets?	- Listen, answer Ts Qs T-C
:04	Pre-task a To pre-teach key vocabulary needed for the reading tasks	- Teach Vocabulary: - Say: Each market you go to is different. Some markets sell only fruits or vegetables, and some markets may sell toys. Today we will read about five markets around the world. But first, I want to show you some words you will see that you might not know.	Listen, repeat each word T-C

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		<ul style="list-style-type: none"> - The first is Jewellery (realia). Jewellery is something you wear for decoration. Show photo and write on the board. Point out the realia around the classroom. Repeat after me: jewellery - The second is CDs and tapes. CDs and tapes are used to play sounds and recordings. CDs are newer than tapes. Show picture of CDs and tapes and write on the board. Show realia. - The third is rugs and carpets. Rugs and carpets are used to cover the floor. Sometimes they are very beautiful. Show picture of rugs and carpets and gesture to the floor. - Next is herbs. Herbs are plants. Their leaves or seeds may be used in food or medicine. Show picture of herbs and write on the board. - Last is natural medicines. Natural medicines are used to help your body heal itself if you are sick or hurt. Show picture of natural medicines and write on the board. 	
:05	Pre-task b To reinforce the vocabulary and prepare for gist task	<ul style="list-style-type: none"> - Matching activity: Give students a picture of the vocab or the word. - Say: I will give you a picture. You will find someone who has a picture of the same thing that you have. When you find that person, sit down together. - Demonstrate activity with another teacher. - Say: I have a picture of a cat. I need to find someone who has another picture of a cat. Oh look! Sam has a cat! Now we can sit down together. - Once students are sitting with their partners, check them together. - Say: (Ben and Grace), What are your pictures of? Come put them on the whiteboard. Class, are they correct? 	Listen, participate in matching activity, check classmates answers T-C, S-S, S-C
:06	Gist task: To provide practice in reading for gist	<ul style="list-style-type: none"> - Say: - Turn to page 77 in your book. This reading will tell us about 5 markets around the world. Before we read, look at all the pictures. Each picture matches 1 market from the reading. In a minute, you will read and then try to match each market you read about to a picture. But first we need to label the pictures and the paragraphs. Point to the first paragraph of the reading. This is the introduction and it does not talk about a specific market. Point to the second paragraph. Label this 1. Label paragraph three 2, paragraph four 3, paragraph five 4, and paragraph six 5. Now point to the picture in the top right corner. Label this picture A, the picture under it B, the picture under it C, the picture under it D, and the picture to the left E. - Say: Now we will look at the text. You will have 1 minute to read VERY QUICKLY. But do not worry because we will take more time to read it later. - Allow students 1 minute to read. - Say: Now match each picture with the paragraph that describes it. Monitor students. - Now you may check your answers with your partner. - Allow students time to work together while monitoring to see if they need any assistance. 	- Turn to correct page in book, listen to Ts instructions, label paragraphs and pictures, read independently, participate in activity, check answers with partner T-C, S, S-S

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		<ul style="list-style-type: none"> - Review answers (write on the board) - Say: (Brook), which picture goes with paragraph 1? How do you know? 	
:13	Detail task To provide practice in reading for detail	<ul style="list-style-type: none"> - Say: Now we will read the text a second time and answer questions under activity 2. It tells you the five things you need to find (read a-d to students). - Give students chart to fill in. - Say: I have made a chart for you so it is easier. Use this to answer the questions. CCQs: Point to where you will write the name of each market? Point to where will you write when each market is open? - Allow students time to work independently and monitor work. - Allow students time to check answers with a partner. - Check answers as a whole group: (Flora), what is the name of one of the markets? Where is it? What can you buy there? When is it open? 	<ul style="list-style-type: none"> - Read and fill in chart about markets, check answers with a partner, participate in giving answers to T. S, S-S, T-C
:10	Post task	<ul style="list-style-type: none"> - Look at exercise 3. You will write about a market. You can choose your favorite market, a famous market, or one that you have visited. Use the sentence starters in the book to help you write. - For example, if I were writing about my favorite market, I'd say: The market is called the Harrisonburg Farmer's Market. It's in Harrisonburg, VA, USA. It's open from 8 AM to noon on Saturday's and Tuesdays. It sells a lot of produce and flowers. I often go there on Saturday mornings. I like it because the people who work there are friendly and there is a lot of good food. - Sample one of these sentences on the whiteboard. - Monitor and help students who need it. - Split students into groups of 4. Share your writing with your group. Your group members make ask you other questions they'd like to know about the market you chose. 	<ul style="list-style-type: none"> Listen to T instructions, write about a market, share writing with a group. T-C, S, S-S-S-S

Name of Market	Where is it?	What can you buy?	When is it open?