|  |
| --- |
| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Thanks Giving Day** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Jay | Level:  **Upper-Intermediate** | Students:  **16** | Length:  **20 Minutes** |

|  |
| --- |
| Materials:  Pictures of thanks giving related (turkey, pecan pie, Mayflower, November, autumn etc.), empty papers, worksheet( words search), story of Black Friday, pen, markers, white board, unscramble word material |

|  |
| --- |
| Aims:   * Main Aim: To enable students to improve their reading skills by having students read the story or other students’ writings related to the topic * Secondary Aim: Students will read the story of Black Friday and find the words related to the Thanks Giving day by doing word search worksheet * Personal Aim: I want to improve my demonstration and adjust teaching pace |

|  |
| --- |
| Language Skills:   * Speaking: Students will talk to their pairs to answer the questions following with the text * Writing: students will write their story of Korean Thanks Giving * Listening: students will listen to other students when they are presenting * Reading: students will read the worksheet and the story about Black Friday |

|  |
| --- |
| Language Systems:   * Lexis: shopping , sales, traditional food * Phonology: colonist, thankful * Grammatical: none to discuss * Discourse: learn about American holiday culture by reading a story * Function: get to know about Thanks Giving day |

|  |
| --- |
| Assumptions:   * Some students know about the Thanks Giving day * All students know how to do the word search * All students have experiences of sending Korean Thanks Giving * All students have experiences of spending Holidays |

|  |
| --- |
| Anticipated Problems and Solutions:  Problem: Some students might not know the vocabulary from the text  -Solution: Pre-teach the hard words before they start reading  Problem: Some students don’t know what the Thanks Giving day  -Solution: Briefly explain about the Thanks Giving Day. Simple explanation is in the text  Problem: Some students might not understand the instruction clearly  -Solution: To demonstrate the activity, make them understand the concept of activity clearly  Problem: While the activity, time might be too short to listen to everyone’s opinions and thoughts  -Solution: Follow 1/3 rule |

|  |
| --- |
| References: <http://lessonplanz.com/>  <http://www.eltnewsletter.com/>  <http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/nonfiction-passages-and-functional-texts-worksheets-and-online-practice/> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:  None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole Class | Students will answer the lead in questions and share their thoughts or experiences in their seats | Greeting  **-Ask students**  ‘When is your favorite Holiday? Why?’  ‘Do you have your own way to celebrate the holidays?’  (Ask 2 students only)  If time remains, move on to pre activity |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: white board, marker, pictures of Thanks Giving related, Christmas tree, worksheets for word search | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  (2min)  (1min) | Whole class | Students will think and tell what they know about Thanks Giving Day  Students will find the words and circle them  Students will share their answers to the class | ‘My favorite holiday is Thanks Giving!’  Eliciting & Demonstration  -**write Thanks Giving in the circle on the board, and ask students the words they can relate to it**  **-read the words on the board**  **‘**These are the words that related to the Thanks Giving’  \*\*\*CCQ  **-Showing Christmas Tree, Turkey**  ‘Is this related to Thanks Giving?’  **‘**Now you are going to get a worksheet, and there are the lists of the words that represent the Thanks Giving too. You are going to do the word search individually’  ‘You will have 3 minutes to find the words.’  **-Passing out the papers**  \*\*\*ICQ  ‘What are we doing?’  ‘Are we working individually?’  ‘How much time do we have?’  **Time checking**  **-After 3mintues, ask all students for # of words they have found** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Story of Black Friday | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Whole class  Work in pairs | Students will answer the question  Students will read the text  Students will answer the questions with their partner | Grouping  -make them into pairs  Eliciting  ‘Have you guys ever been to crazy shopping?’  Demonstration  -**mentioning Black Friday and simply explain what it is**  ‘individually you are going to find out what happens in Black Friday by reading the article’  ‘I will give you 3 minutes to do this’  \*\*\*ICQ  ‘What are we doing?’  ‘How much time do you have?’  ‘Are you working alone?’  -**Passing out the papers**  **Time checking**  **‘Now, with your partner, you are going to answer the questions’**  **And you will have 3 minutes for this’**  **-Ask students the answers one by one and read the questions and answers** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: empty sheets of papers, pen, unscramble word material | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class  Individually | Students will answer the question  Students will write their stories of chu-suk  Students will present their work | Eliciting  ‘In korea, we also have thanks giving just like states. And It’s called chu-suk!’  Demonstration  -share the story of mine  (got punishment for putting weird stuff into the mandu)  ‘just like I did you are going to write the most memorable story of your chu-suk individually’  ‘I will give you 3 minutes for this’  ICQ  ‘What are we going to do?’  ‘Are we working individually?’  ‘how much time do we have?’  -**passing out the papers**  **Time checking**  **-Ask 2 students to present**  **(if there is no time, ask only one student to come up and present)**  **Error correction**  **Unscramble the word**  **‘B l a c k F r i d a y’**  **Close** |
| **SOS Activities** | | | |
| Materials: crossword puzzle worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole class | Students will read a short story and complete the crosswords puzzle | Demo  **Ask the students to guess the word for the definition**  **‘You will going to read the short story, and complete the crosswords puzzle’**  **‘you will work individually and I will give you 2 minutes’**  **Close** |