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| **Reading** |
| **Topic:**  **“Let’s make apple hips”** |

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| Instructor:  **Aeri** | Level:  **Intermediate** | Students:  **12** | Length:  **30 Minutes** |

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| Materials:   * Worksheet for 4 kinds of legs exercises. * Computer. * TV Monitor. * White board and markers. * Pictures of anatomy. * Pictures of exercises on worksheets. |

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| Aims:   * Students will practice reading comprehension skills and strategies by reading, recalling, retelling and acting out movements from their worksheets to other groups of students * Students will learn new vocabulary related to specific exercises by trying to act them out from the worksheet instructions. * Students will work cooperatively in a group by sharing their “expert” information & act them out with “experts” from other groups. * Students will be able to speak fluently by giving their instructions for the exercise to other groups of students |

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| Language Skills:   * Listening: Teacher’s explanation and elicitation. Also, instructions from other groups of students. * Reading: Worksheets. * Speaking: Asking and answering questions within their groups and with other student groups; giving instructions of exercises. |

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| Language Systems:   * Function: Asking for and giving instructions. * Phonology: Correct pronunciation of vocabulary words. * Lexis: Gluteus maximus, thighs, tighten, torso, flexibility * Discourse: Act out movements from worksheets together in expert groups and giving the instructions on how to exercise to jigsaw group members. |

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| Assumptions:   * Students will like how to exercise correctly. * Students will have difficulties with muscle names. * Students will enjoy topics related to their life or something they always wanted to do. |

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| Anticipated Errors and Solutions:   * Students may find unfamiliar vocabulary words * Show related anatomy picture with muscle names. * Students may not have confidence to act out exercises. * Demonstrate other exercises first and encourage students to act them out together in a group. |

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| References:   * <http://humananatomylibrary.com/lower-body-anatomy-diagram/> * <http://www.myprotein.com/thezone/training/how-to-do-lunges-form-technique-bodyweight-kettle-bell-barbell-dumbbell-variations/> * <http://www.12minuteathlete.com/how-to-do-a-proper-air-squat/> * <http://www.12minuteathlete.com/how-to-do-a-proper-air-squat/> * <https://goo.gl/images/B9rMrF> * <https://goo.gl/images/xz0opI> * <https://goo.gl/images/68jZfD> |

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| **Pre-task** | | | |
| Materials:   * White board and markers. * Worksheets for 4 kinds of legs exercises | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3  mins | Whole class | GREETING  Answer teacher’s questions. | GREETING  T: “It’s already April but we still have lots of time to make our resolutions happen.  So, what was your New Year’s resolution?”  T: List student responses on the board.  Then, focus on exercises among student responses.  “Why do you want to be on a diet?”  “What do you do for your diet?”  “What kind of workout/exercise do you do?”  INTRODUCTION OF TASK  **WRITE “LET’S MAKE APPLE HIPS” on the board**  T: “You are going to be a personal trainer for the day.  **DIVIDE CLASS INTO FOUR EXPERT GROUPS OF FOUR (JIGSAW ACTIVITY TO TRAIN ANOTHER GROUP)**  T: “Each group will have a worksheet with different exercises for legs.”  “Now, I’m going to divide the class into 4 groups. |

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| **Task Preparation** | | | |
| Materials:     * White board and markers. * Worksheets for 4 kinds of legs exercises. * Computer. * TV Monitor. * Picture of anatomy. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 mins | Whole class  Small groups  (4 groups of 3 students) | Students listen to teacher’s instructions.  Students answer teacher’s questions.  Students begin reading, then trying to act out their exercises together. | T: Give students four different worksheets one by one as students sit.  “You should sit with the people who have the same exercise worksheet.  Before we move into our groups. I want you to remember that after you’ve read your exercise, you will practice and act it out with members of your group.”  “Remember, this is an expert group activity, so when we switch groups, you need to be able to explain how to do that exercise and train your new group members as if you were a personal trainer.”  As students find their groups, write four exercises on the board  T: “Now that you’re in your groups, I want you to look at four different exercises on the board.”  “Have you done those in your workouts?”  S: “Yes, I have done squats. But I don’t know if I did them right.”  T: “That’s ok the worksheet will make you an expert.”  T: “Here is an anatomy picture with the muscles’ names. I believe it could help you understand how to exercise the one on your worksheets”  “Try to be a personal trainer for that exercise for the next 10 minutes.  T: Monitors discreetly. Helps students with unfamiliar vocabulary. |

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| **Task Realization** | | | |
| Materials:   * White board and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 mins | Jigsaw groups | Students regroup into jigsaw groups.  Students give instructions on how to perform their exercise to their jigsaw group members. | INSTRUCTIONS  T: “Alright, it’s now time to jigsaw. You’ll now regroup. So, each new group contains a Squat, Wide squat, Lunge and Walking lunge “expert”. As I told you before, you must teach and train your new group members how to do your exercise.”  “Ok, I think you are ready to be a personal trainer. With the number I have given you, let’s get into a new group. You have 10 minutes to train each other!!” |

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| **Post Activity** | | | |
| Materials:   * Computer. * TV Monitor. * Pictures of exercises on worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7  mins |  | Students get back to expert groups.  Each expert group member shows their exercise at the front of the class.  Students will compare how they understand exercises from the worksheets and pictures that the teacher shows. | T: “All of you were great personal trainers in the jigsaw group!!”  “I would like to have the whole class in a circle and we will try to act out our exercises together!!”  T: Gives students CCQ  CCQ   1. Squat  * Do you make your feet straight when you squat? * What do you do with your chest while squatting?  1. Wide Squat  * Do you make your feet the same as in a squat? * How deep does your butt go down?  1. Lunge  * Does your knee touch the floor when you bend your leg? * Where do you place your hands while lunging?  1. Walking lunge  * Do you walk while lunging? * Do you walk forward or backward?   T: “I can see that your hips already look like apples!!”  “I hope you enjoyed today’s activity. Good job trainers!!” |