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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Let’s play it! (Jigsaw Reading Activity) |

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| Instructor:  Hyeyeon Tiffany Jung | Level:  pre-intermediate | Students:  6 | Length:  45 Minutes |

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| Materials:   * whiteboard and marker * 6 copies of game instructions   (2 copies for each game: angry cat, categories, disappearing sentence)   * 6 small pieces of paper for note-taking |

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| Aims:   * Ss will practice reading comprehension skills and strategies by recall, retelling and summarizing the rules of their games. * Ss will practice simple present tense by reading and explaining the game instructions. * Ss will work cooperatively in a group by sharing their ‘expert’ information with ‘experts’ from other groups. * Ss will be able to speak fluently by explaining how to play the games. |

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| Language Skills:   * Reading: game instructions, T’s instructions on the board; group map, the lists of game. * writing: note-taking while reading the text * Listening: T’’s elicitation; T’s instructions of activity; explanation and discussion in pair works and group activity. playing game * Speaking: explanation and discussion in pair works and group activity. playing game |

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| Language Systems:   * Discourse: playing a new game * Function: asking for and giving information, following the instructions. * Grammar: simple present tense * Lexis: player, take turn, winner, e.g., |

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| Assumptions:   * Ss enjoy learning and playing a game. * Ss like to share informations and their opinions with each other. |

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| Anticipated Errors and Solutions:   * Ss may have difficult to understand the game instructions => encourage Ss read the text again. * Some Ss may not be active in pair works or group activity => encourage Ss by asking for their opinions based on their game. * Ss take longer to complete their task than expected => announce time warning and give them extra time if they need it. |

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| References:  Jigsaw Reading Activity <http://esol.britishcouncil.org/content/teachers/lessons-and-activities/activities/jigsaw-reading-activity>  Sentence Reduction  <http://www.eslbase.com/downloads/pdf/sentence-reduction-1.pdf> |

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| **Pre-task** | | | |
| Materials: whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  5min | whole class  whole class | Ss will share their favorite games with the class.  Ss will understand how to make their groups and pick a game for group activity. | **Greeting & elicitation the lesson topic**  T: Good morning, everyone. How was your weekend? I had fun time with my family last weekend. we played a game called “neodonado” means ‘me too’. Do you like game? What is your favorite game? How do you play it?  *(Elicit Ss’ favorite game and T may explain how to play ‘me too’; any numbers of player can play it. write seven different words which are related with a given topic. etc.)*    **Introduction of Task**  T: Today, you are going to learn and play a fun game. First, I’m going to give you the names of games and divide the class into three groups: Group A, B, and C.  Each group will pick a game from the list on the board. These are an expert group. After the expert group activity, I’m going to regroup the class into two groups: Group 1 - A1,B1,C1 and Group 2 - A2, B2, C2.  *(Write the names of games and the group map on the board)* |

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| **Task Preparation** | | | |
| Materials: whiteboard and marker, copies of game instructions,  small pieces of paper for note-taking | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | individually & pairs | Ss will read the game instructions individually and discuss the rules of their game in pairs. They will take a note for next activity. | **Giving Instruction**  **Part I: Jigsaw activity in expert groups to research new games**  T: I will be giving you the game instructions for each group.  I want you to remember that after you’ve read your game instruction, you will discuss it with your first group. You need to read your instruction carefully and individually. Make sure you understand the rules of the game. You should clarify any doubts between your group.  Remember, this is an expert group activity, so when you switch your groups, you need to be explain the rules of your game to your new group members. You can’t refer to your original instruction but you can make brief notes to help them remember. You will have 5 minutes  CCQ  -Do you read the game instruction individually?  -Who are you working with after reading the text?  -What do need to make sure you understand?  -Can you take a note while reading?  -How much time do you have?  *(hand out each group a text of the one of the games and encourage Ss to write brief notes by providing small pieces of paper or sticky notes.)* |

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| **Task Realization** | | | |
| Materials: whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20min  5min | Jigsaw to form expert groups  Whole class | Ss will regroup and explain each other about the rules of their games. Then each group will choose one of the games and play it.  Each group will share about the game they played in the groups with the class. | **Part II: Jigsaw activity in new groups to explain the games**  T: Now, you will make a group of 3. Find your new group members: G1 and G2.Each Ss will take turn to explain the rules of their game to the other 2 group members. You are not allow to show your texts or notes to your group members. You may ask a question to the expert who explains the rules of game. After group discussion, each group will choose one of the games and play it.  CCQ  -Who do you work with?  -Which group are you in?)  -What do you do with your new group members?\  -Can you show your texts or notes to your group members?  -What are you supposed to do after explaining the games in your group?  -How much time do you have?  *(Monitor discreetly and encourage Ss to ask and answer questions to ensure understanding.)*  **Part III: Class Discussion**  T: OK, Let’s hear from each group.Which game did you play? How do you play it? Who is the winner?  *(Elicit Ss’ understanding of the rules of games.)* |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | whole class | Ss will give feedback on the activity and games. | **Feedback**  T: Did you enjoy the games? What is  the most fun part of the game?  *(Listen to Ss feedback on the activity)*  Error Correction:  *(write Ss errors T noticed as monitoring*  *Ss explaining and playing the games.)*  T: I hope you had fun playing the games.  Have a great winter break. Early Merry  Christmas! :) |

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| **SOS Activity** | | | |
| Materials: whiteboard and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | whole class | Ss will play the games. | T: what do you think the most fun game  amongst the games? Let’s play it  together!  *(have whole class to try one of the games which Ss may like to play.)* |