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| ☐ Listening ☐ Speaking ■ Reading ☐ Grammar ☐ Writing |
| **Natural Flags** |

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| Instructor: Hera (Yirae Chang) | Level:Intermediate  | Students:5 students | Length: 30 minutes |

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| Materials: * Computer
* White board and board markers
* Worksheet (#1, #2, #3)
* Presentation
* Picture
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| Aims: * Students will be able to understand basics of national flags.
* Students will be able to figure out the meanings of flags.
* Students will be able to ask and answer questions about flags.
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| Language Skills:* Listening: Students will listen to the other student’s idea.
* Speaking**:** Students will speak each other based on the prepared article.
* Reading: Students will read worksheets.
* Writing: Students will write down a summary of article.
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| Language Systems:* Function: Making their own sentences and doing presentation
* Discourse: Conversation in group
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| Assumptions:Students already know* How the class arranged and prepared (5 Students at each table)
* The basic knowledge about flag.
* Their conversation with groups and partners
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| Anticipated Errors and Solutions:* If some students may not be able to pick up details
* Chunk the listening
* If students need more time for each work
* Give them more time or Cut-off plan (Cut the post-activity)
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| References:* Worksheet (#1,#2,#3)

Pinterest. (n.d.). In *FREE Skeletal System Worksheets Kids (Living Life Intentionally)* Retrieved September 11, 2018, from <https://www.pinterest.co.kr/pin/508766089147810563>American Symbols 2: Stars And Stripes (n.d.). In *BusyTeacher Contributor* Retrieved September 11, 2018, from <https://busyteacher.org/7532-american-symbols-2-stars-and-stripes-reading.html>News and General Knowledge (n.d.). Retrieved September 11, 2018, from <https://newsgk.com/>Indexmundi (n.d.). Retrieved September 11, 2018, from https://indexmundi.com/ |
| **Lead-In** |
| Materials: Picture #1 |
| Time | Set Up | Student Activity  | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questionsPresentation | **Greeting** “ Good morning! How do you feel today?”(Wait for Ss’ responses)“Do you know which place it is?”(Wait for Ss’ responses)“Yes, Olympic Park! Have you ever visited there?”(Wait for Ss’ responses)“Okay, I have one more question. Did you attend the field day when you were in elementary school?”(Wait for Ss’ responses)“What can you see at Olympic Park and field day?” (Wait for Ss’ responses)“Yes, national flags. It is the topic for today’s class. As citizens of the world, we need to know the basic facts about other countries.”(Show picture and post on the board) |

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| **Pre-Activity** |
| Materials: White board, Presentation, Worksheet #1 |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min2 min1 min2 min1 min | Whole classWhole classGroupWhole class | PresentationWorksheet #1Answering teacher’s questionsMarking on worksheetStudents talk each otherAnswering teacher’s questions | **PRESENTATION** (Show picture) **“**Firstly, I will hand out piece of paper to each of you. I hope you guys put them in order. I will give you 1 minute. “**ICQ**Are you working alone? (No)“Times up. I hope your sentences are in order. Who has the first sentence? Okay. Please read it ““Good job, everyone! I will hand out 5 quizzes which are related to the article. Please mark on an the answer and I will give you one minute.”**ICQ**Are you working alone? (Yes)“Times up. Let’s share your answer. What is your answer for number 1?” (Ask in order) “What is the name of American flag?”(Wait for Ss’ responses)“Yes, The Stars and Stripes.”“Now, we are going to have group discussion. Please read the sentence on the presentation? (Q. How do you feel when you see national flags?) Please share your idea with your group member. I will give you 2 minutes.”**ICQ**Are you working alone? (No)(Give time warning) “You have 30 seconds left.” (After 30 seconds)“Time’s up. Do we have any volunteers who want to share the things you discussed?” (If no, gestures to S1)“Good job.” |

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| **Main Activity** |
| Materials: Presentation, Worksheet #2, Worksheet #3 |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min5 min3 min1 min8 min | GroupWhole class Whole class Whole class Whole class Group | Worksheet #2Students talk each otherWorksheet #3 (Drawing)Answering teacher’s questionsWorksheet #3 (Summarizing)PresentationSOS ACTIVITY | **PRACTICE** “We are going to learn about national flags. Let’s do an activity, ‘whose flag is it?’. Get your answer with your group member. The person who knows answer, you should read the name of country first and share your answer with your group member. S1,S2,S3 could be group 1 and others could be group 2. I will give you 3 minutes.”**ICQ**Are you working alone? (No)(Give time warning) “You have 30 seconds left.” (After 30 seconds)“Time’s up. Let’s check the answer. Did everyone get the answer? Great job, everyone.” “The puzzle includes the things you are familiar with, right? Now, I want to show you something new. we are going to draw some countries’ flag.”(Wait for Ss’ responses)“I will hand out five different topics of worksheets. I hope you read your article carefully, and draw the flag based on content. I will give you 5 minutes to draw.”**ICQ**Are you working alone? (Yes)(Give time warning) “You have 30 seconds left.” (After 30 seconds)“Time’s up. Great job, everyone.”“S1, could you show us the flag you drew? What was stated in the article? Could you write down the key sentences that help you draw the flag?”“Thank you, S1. Is there anyone who wants to change S1’s drawing?”(Wait for Ss’ responses)“Let’s check the exact flag of S1’s.”(Show picture) “S1, please post the flag on the board.”(Go through in order)“Good job everyone.”**PRODUCTION**“Now, we are going to summarize article neatly and present your flag to friends. I will give you one minute to prepare it.” **ICQ**Are you working alone? (Yes)“Time’s up.”“Now, it is your teaching time about your flag. Who wants to go first?” (If there is no one, teacher point out S1)“Good job everyone.”**[SOS activity #1]**“What is the name of American flag?”(Wait for Ss’ responses)“Yes, The Stars and Stripes.”“It is related to our next worksheet.”“Let’s read one sentence per person. From S1, please start to read sentences.” “Good job. Under the article, there are 5 T/F activity. Please mark on the answer. I will give you one minute” **ICQ**Are you working alone? (Yes)“Times up. Let’s share your answer. What is your answer for number 1?” (Ask in order) “Good job. Now, we are going to do group activity. There is a question at the bottom of the paper. S1, Could you read the question? Thank you. Please share your idea with your group member. I will give you 3 minutes.” **ICQ**Are you working alone? (No)(Give time warning) “You have 30 seconds left.” (After 30 seconds)“Time’s up. Do we have any volunteers who want to share the things you discussed?” (If no, gestures to S1)“Good job.”**[SOS activity #2]** “We are going to do computer game about national flags. S1,S2,S3 could be Group 1, and S4, S5 could be Group 2.” |

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| **Post Activity** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Students listen and ask questions & answers | **Feedback**-“Do you have any questions?”-“How useful was the lesson for you? What is your new learning?” **Error Correction**-If there’s any, fix grammatical and pronunciation that students made, and correct them.**Conclusion**-Conclude today’s lesson by checking their understanding of the topic.“I appreciated your great participation today. Thank you very much.” |