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| **x Language or Activity Based  Storytelling  Puppet Play Presentation** | | | |
| **Topic: What Do You Want To Be?** | | | |
| Instructor:  Summer | **Students Competency Level and Student ages**  **Elementary, 7-9 years old** | **Number of Students:**  **10** | **Lesson Length:**  **60min** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * Movie Clip(Job Song) * Picture – teacher * White Board * Picture – Nurse   Farmer  Hairdresser  Pilot  Soldier   * Papers * Pencils * Pictures – Florist   Cook  Firefighter  Dentist  Vet   * Draw Your Dream Job Worksheet * Colored pencils | | | |
| Lesson Objectives (What do you want the students to know (**new skill** or **knowledge** that you want them to gain)? And What do you want them to be able to do?  Ss are happy to learn about jobs and improve their ability to imagine and create their own jobs by doing an activity and making their own job. | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  Ss will be interested in knowing the jobs and the roles of jobs by participating in activities about guessing the jobs.  Ss will improve listening and speaking skills by responding to teacher and discussing with pairs.  Ss will gain writing skills by writing the sentence during an activity and their answers to the worksheet question.  Ss will have some creativity and imagination by drawing their dream job.  Ss will improve interaction and communication skills by having discussion as a pairs. | | | |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Whiteboard, Worksheet   * Listening:**(Where did listening occur in the lesson?)**   Teacher talk, Discussion , During activity   * Speaking: **(Where did speaking occur in the lesson?)**   Answering teacher, Discussion, Presentation their dream jobs   * Writing: **(Where did writing occur in the lesson?)**   Worksheet, activity sentences | | | |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  Ss will enjoy and also have fun  Ss like knowing new various jobs and the roles.  Ss can make a sentence and make guess.  Ss have known some jobs. | | | |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  The computer doesn’t work, teacher will song by self and help learn the melody.  The activity takes too long, the other activity may be shortened.  Teacher can give students more information when they have difficulty understanding new jobs.  Teacher can give students little examples when they may not many ideas.  Teacher can give students some hints when they have a difficulty making guess.  Teacher can give lots of encouragement when students might be shy. | | | |
| References:  Youtube (Job Song) | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**   * Movie Clip(Job Song) * Picture – teacher | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1min  3min  2min  3min | Whole  Whole  Whole  Whole | Ss greet the teacher.  Ss listen to T and become interested.  Ss listen the song and sing together.  Ss answer the questions. | T greets.  T shows picture of teacher and introduce why this job is special to T.  T shows the job song with movie clip and sing a song.  T asks Ss some questions related to a movie clip. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part for Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**   * White Board * Picture(guessing ) – Nurse   Farmer  Hairdresser  Pilot  Soldier | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2min  5min  5min | Whole  Whole  Whole | Ss listen what T says and Ss respond.  Ss see the pictures and make guesses what job is.  Ss think and respond. | T introduces various jobs and asks about the jobs they have known.  T shows some pictures related to the jobs (kind of hint) and let students make guesses.  T asks Ss to describe about job which mentioned by activity. |

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| **Main Activity or Task Realization Part(Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**   * Papers * Pencils * Pictures – Florist   Cook  Firefighter  Dentist  Vet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2min  3min  1min  5min  2X  7min  2min | Whole  Whole  Pairs  Pairs  Whole  whole | Ss listen what T says.  Ss listen and say the answer and know how to do activity.  Ss move into pairs and receive the pictures.  Ss discuss and write the roles of the jobs on the paper.  Everything below happens twice.  Ss do activity  One group asks the questions and other group makes the guess.  Ss applaud each other. | T introduces what is going to do about activity and how to do activity.  T describes the roles of some job with two or three sentences and let students make guess.  Divide Ss into pairs and give some pictures to each pairs.  T asks Ss to discuss about the roles of the jobs with some sentences.  Everything below happens twice.  T monitors the activity and gives encouragement to each group.  T tells which pairs win and gives Ss positive feedback. |

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| **Post Activity or Post Task Part (Wrap-Up Part to Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**   * Draw Your Dream Job Worksheet * Colored pencils | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3min  2min  10min  1min | Whole  Whole  Whole  Whole | Ss listen and get interested in.  Ss imagine dream job.  Ss draw a picture and write the reason.  Ss applaud | T introduces teacher’s dream job and show the picture first.  T asks to imagine your dream job.  T asks to draw a picture their dream job.  T expresses congratulations and thanks for great effort for Ss. |