

## TaLK Program Lesson Plan 2013

**Applicant Name : K. L.**

### PURPOSE:

This document will give the application evaluators an idea of the applicant's awareness of their future role as instructors. Creativity, research, and a thorough understanding of lesson activities must be displayed. Applicants who submit **a well thought-out, high-quality lesson plan** are likely to **receive a higher score during the evaluation process**.

### INSTRUCTION:

- Estimated duration: 40 minutes
- In addition to the subject that you will be teaching (the "what"), **elaborate on the steps you need to take (the "how") to ensure your students have fully understood and can freely use the key expressions.**
- **Key Expressions:** Useful conversational phrases that students will have command over by the end of the lesson.
- **Development:** Thorough, step-by-step description of three (3) core activities that incorporate key expressions.

- Title of Lesson/Lesson Theme: **At The Zoo! (Animals)**
- Grade: 2-3
- No. of students: ~10-20
- English level (choose one): **Beginner** | Intermediate | Advanced
- Objectives: *By the end of the lesson, students should be able to...*
  1. Identify various animals in English
  2. Combine their previously-learned body terms with their newly-learned animal terms
- Key Expressions/Phrases
  1. "What do you see? - I see a [dog/cat/lion/etc...]"
  2. "[Head/leg/hand/ear/etc...] like a [dog/cat/lion/etc...]"
- Teaching Aids/Materials
  1. Projector, powerpoint, whiteboard/blackboard
  2. Flashcards with labeled animals
  3. Various props for fun, like stuffed/plastic animals, binoculars
  4. Stickies (for warm-up activity)
  5. Paper & drawing tools (pencils/pens/crayons/pencil crayons – any would suffice, though I have a feeling the students would appreciate having colours!)

Step	Procedure
<b>Introduction (Time:5 min)</b>	Greetings & Review: <ul style="list-style-type: none"> <li>- Normal seating arrangement is fine, as long as they are all facing me/the board</li> <li>- Write my name and today's date on the board – this will allow the students to familiarize themselves with dates, and also reinforces the habit of writing their own date/name on assignments</li> <li>- Greet the class               <ul style="list-style-type: none"> <li>o Phrases: <b>Hello everyone!</b> / <b>How are you?</b> / <b>Let's learn English!</b> – can ask "How are you?" to students who might be more advanced and can answer)</li> <li>o Body language: <b>waving</b> (Hello)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Reminder of classroom behavior if necessary (<b>Quiet when teacher is speaking</b> – use <b>body language/audio signals for 'quiet'</b>; etc)</li> <li>- Review last time's material             <ul style="list-style-type: none"> <li>o Ex. Body parts – quick exercise that is fun but not time-consuming:                 <ul style="list-style-type: none"> <li>▪ Split the class into groups of two/three and give them stickies that have body parts written on them</li> <li>▪ Have one student be the body model who stands still, and have the other two students stick the stickies on the body model student's appropriate parts (ex: they would stick the stickie that says 'Hand' on the student's hand)</li> <li>▪ They must race to finish first</li> <li>▪ I will go around and check to make sure they have done it correctly</li> <li>▪ It can be fun AND funny, is simple and easy to explain, and would take around 2 minutes</li> <li>▪ Winners can be my "class assistants" for the day – boosts confidence and their affinity with me, and gives them a sense of responsibility and trust (I know from experience that kids love being assistant!)</li> </ul> </li> <li>o Praise and address any problems</li> </ul> </li> <li>- Introduce today's topic             <ul style="list-style-type: none"> <li>o Have the toy animals out on a front desk, or being held by class assistants</li> <li>o Begin powerpoint – nothing is on the slide, but jungle/animal sounds will be playing in the background (mood-setter)</li> <li>o <b>What are we learning about today?</b> – let them have some time to think, wonder, and draw conclusions; also good chance to see how much students already know, depending on whether or not they respond (<b>Animals!</b>)</li> <li>o Bring up slide with title "Animals" <b>Animals!</b></li> <li>o <b>Repeat after me: "ANIMAL"</b> – do this several times, starting slow and getting faster</li> <li>o <b>What is an ANIMAL? Shrug for "what"</b> – show pictures of animals on powerpoint</li> <li>o Hold up various stuffed animals, books, pencils (can also point to class assistants), asking <b>Is THIS an animal?</b> – make sure they understand before moving on</li> <li>o Can also introduce term ZOO, with pictures of zoos both in Korea and in other countries – have them repeat the word after me                 <ul style="list-style-type: none"> <li>▪ <b>At the ZOO, you can see many ANIMALS!</b></li> </ul> </li> </ul> </li> </ul>
<p><b>Development (Time:30 min)</b></p>	<p>Activity 1: <b>Introducing the Animals! And What Do You See?</b> (10 min)</p> <ul style="list-style-type: none"> <li>- Introduce basic farm/zoo/domestic animals: DOG, CAT, MOUSE, COW, HORSE, PIG, LION, BEAR, TIGER, FISH (ex: <b>This is a DOG. DOG. Repeat after me, DOG.</b>) – note: if they seem to pick up the vocabulary quickly or seem to be familiar with most of the vocabulary, other animals can be introduced</li> <li>- Use pictures on the powerpoint with the name of the animal written above the picture for those who can read</li> <li>- Use audio clues for effect and for humour (<b>Mooooooooo</b> for COW) – helps keep their attention</li> <li>- If there are students who are already familiar with animal names, I can have them name the animal ("<b>You are very good with animals! What is this one?</b>") and ask them what sound the animal makes</li> <li>- Next, I will put a picture of an animal on the board and ask <b>What do you SEE?</b> (<b>hand over eyes gesture to indicate SEE</b>)</li> <li>- I will begin the phrase by saying "<b>I see a...</b>" and students must say the name of the animal on the board</li> <li>- After two turns of me beginning the phrase, I will pick out a few students who I think have grasped the phrase "<b>I see a...</b>" to answer the question fully by themselves ("<b>I see a dog.</b>")</li> <li>- Students will then answer the question fully on their own, until every student has been asked once (alternatively, if the students are very shy, they can answer as a group); I can hand the binoculars/camera around to the student who is "seeing" (they can look through the binoculars/camera)             <ul style="list-style-type: none"> <li>o For fun, the image on the board can be quite small and only visible to the student using the binoculars – once they have answered what they see, the image will be</li> </ul> </li> </ul>

	<p>enlarged so the whole class can see what the animal was!</p> <p>Activity 2: <b>Pictionary</b> (10 min) – better for smaller classes (&lt;10 students)</p> <ul style="list-style-type: none"> <li>- (I will illustrate how the game is played by drawing the first example)</li> <li>- I will give a student a flashcard on which an animal's name is written, and I will whisper the name of the animal to them</li> <li>- They then have to draw the animal on the board – the first person to raise their hand and correctly identify the animal wins that round, and gets to be the next person to draw</li> <li>- For students that are more adept at English, I can ask them a question about the animal once they are done drawing (<i>Is a lion a BIG animal or is it a SMALL animal?</i>) – encourage answers in full phrases (Instead of “BIG”, “A lion is a big animal”)</li> <li>- This activity can also utilize the phrases “<i>What do you see?</i>” and “<i>I see a ___</i>”</li> </ul> <p>*****Activity 2 ALTERNATIVE: <b>Catch the Match!</b> (10 min) – if the entire class seems very restless and wants to move around; this requires at least 10 students</p> <ul style="list-style-type: none"> <li>- This is a fun game that I have often played at icebreakers as an activity that lets people move around and be a little silly</li> <li>- Every student will get an animal flashcard taped to their back (if they have demonstrated good reading skills, it will only have an animal's name instead of a picture)</li> <li>- Each flashcard has a “match” – if there are an odd number of children, I will also participate</li> <li>- They must go around asking about their animal (“<i>What do you see?</i>”) and other students will try to give hints by acting it out</li> <li>- Once they know what their word is, they must find the person who has the same animal taped to their back</li> <li>- I will give a brief example by taping an animal to my back (but I will secretly know what it is) and asking the students to act it out for me until I guess what it is, and then I will take out the matching flashcard</li> <li>- Good chance to move around a little instead of just sitting, and has a teamwork component; can be adjusted for reading skill level (picture only if poor reading skills, name only if good reading skills)</li> <li>- Essentially is a mixture of charades and matching</li> </ul> <p>Activity 3: <b>The Haechi Game!</b> (10 min) – good for both large and small classes</p> <ul style="list-style-type: none"> <li>- This is a creative exercise that combines their knowledge of animals with their knowledge of body parts</li> <li>- Make good use of the powerpoint to explain the activity</li> <li>- On the powerpoint, I will show them a picture of a cartoon haechi/statue, along with the various creatures that it is comprised of (dog, lion, dragon, unicorn)</li> <li>- Key phrase: <i>head like ___, body like ___, ears like ___, etc</i> – keep the syntax very simple</li> <li>- Introduce the word <b>TAIL</b> if necessary – can be introduced as I am drawing the example</li> <li>- On the board, I will then create my own haechi-like creature, saying the key phrase as I go:             <ul style="list-style-type: none"> <li>o Ex. Draw a tiger body with stripes (<i>body like tiger</i>), draw a head that has long ears (<i>head/ear like rabbit</i>), draw big hairy feet (<i>feet like bear</i>), draw fish tail (<i>tail like fish</i>)</li> </ul> </li> <li>- Students will then be paired up and given paper and drawing tools – class assistants can help out</li> <li>- One student will be in charge of drawing – they will be the “recognizer”, who must correctly identify the body parts and animals and draw them appropriately</li> <li>- The other student will be in charge of speaking – they will be the “creator”, who uses the key phrase (head like ___, etc) to dictate what the other student must draw</li> <li>- When they are all done, the “creator” will present the animal using the key phrase (head like ___, etc)</li> </ul>
<p><b>Conclusion</b> (Time:&lt;5 min)</p>	<p>Summary &amp; Closing:</p> <ul style="list-style-type: none"> <li>- <b>Today we learned about ANIMALS!</b></li> <li>- Remind them about key vocabulary and phrases</li> <li>- Thank them for good behavior, high-fives to the class assistants</li> </ul> <p>Evaluation of Objectives:</p> <ul style="list-style-type: none"> <li>- Watch them during activities to see if they are struggling with key vocab/phrases</li> <li>- Were they able to properly identify animals?</li> <li>- Did they struggle with pronouncing the names of any particular animals?</li> <li>- Were they able to recall their knowledge of body terms and apply them to the Haechi</li> </ul>

	<p>activity?</p> <p>Note: <b>Red</b> indicates visual cues/movements; <b>Blue</b> indicates phrases that I use</p>
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**Total Time: ~40 minutes**