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!)

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<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Greetings &amp; Review:</td>
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<td>(Time: 5 min)</td>
<td>- Normal seating arrangement is fine, as long as they are all facing me/the board</td>
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<td></td>
<td>- 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</td>
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<td></td>
<td>- Greet the class</td>
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<td>o Phrases: Hello everyone! / How are you? / Let's learn English! – can ask “How are you?” to students who might be more advanced and can answer</td>
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<td>o Body language: waving (Hello)</td>
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- Reminder of classroom behavior if necessary (Quiet when teacher is speaking – use body language/audio signals for ‘quiet’, etc)
- Review last time’s material
  o Ex. Body parts – quick exercise that is fun but not time-consuming:
    ▪ Split the class into groups of two/three and give them stickies that have body parts written on them
    ▪ 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)
    ▪ They must race to finish first
    ▪ I will go around and check to make sure they have done it correctly
    ▪ It can be fun AND funny, is simple and easy to explain, and would take around 2 minutes
    ▪ 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!)
  o Praise and address any problems

- Introduce today’s topic
  o Have the toy animals out on a front desk, or being held by class assistants
  o Begin powerpoint – nothing is on the slide, but jungle/animal sounds will be playing in the background (mood-setter)
  o What are we learning about today? – 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 (Animals!)
  o Bring up slide with title “Animals”
  o Repeat after me: “ANIMAL” – do this several times, starting slow and getting faster
  o What is an ANIMAL? Shrug for “what” – show pictures of animals on powerpoint
  o Hold up various stuffed animals, books, pencils (can also point to class assistants), asking Is THIS an animal? – make sure they understand before moving on
  o Can also introduce term ZOO, with pictures of zoos both in Korea and in other countries – have them repeat the word after me
    ▪ At the ZOO, you can see many ANIMALS!

**Development**
(Time: 30 min)

**Activity 1: Introducing the Animals! And What Do You See? (10 min)**
- Introduce basic farm/zoo/domestic animals: DOG, CAT, MOUSE, COW, HORSE, PIG, LION, BEAR, TIGER, FISH (ex: This is a DOG. DOG. Repeat after me, DOG.) – 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
- Use pictures on the powerpoint with the name of the animal written above the picture for those who can read
- Use audio clues for effect and for humour (Mooooooooo for COW) – helps keep their attention
- If there are students who are already familiar with animal names, I can have them name the animal (“You are very good with animals! What is this one?”) and ask them what sound the animal makes
- Next, I will put a picture of an animal on the board and ask What do you SEE? (hand over eyes gesture to indicate SEE)
- I will begin the phrase by saying “I see a…” and students must say the name of the animal on the board
- After two turns of me beginning the phrase, I will pick out a few students who I think have grasped the phrase “I see a...” to answer the question fully by themselves (“I see a dog.”)
- 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)
  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
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<th>Activity 2: <strong>Pictionary</strong> (10 min) – better for smaller classes (&lt;10 students)</th>
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<td>- (I will illustrate how the game is played by drawing the first example)</td>
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<td>- 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</td>
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<td>- 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</td>
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<td>- For students that are more adept at English, I can ask them a question about the animal once they are done drawing (Is a lion a BIG animal or is it a SMALL animal?) – encourage answers in full phrases (Instead of “BIG”, “A lion is a big animal”)</td>
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<td>- This activity can also utilize the phrases “What do you see?” and “I see a ___”</td>
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*****Activity 2 ALTERNATIVE: **Catch the Match!** (10 min) – if the entire class seems very restless and wants to move around; this requires at least 10 students |
- 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 |
- 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) |
- Each flashcard has a “match” – if there are an odd number of children, I will also participate |
- They must go around asking about their animal (“What do you see?”) and other students will try to give hints by acting it out |
- Once they know what their word is, they must find the person who has the same animal taped to their back |
- 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 |
- 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) |
- Essentially is a mixture of charades and matching |

Activity 3: **The Haechi Game!** (10 min) – good for both large and small classes |
- This is a creative exercise that combines their knowledge of animals with their knowledge of body parts |
- Make good use of the powerpoint to explain the activity |
- 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) |
- Key phrase: **head like ____, body like ____**, **ears like ____**, etc – keep the syntax very simple |
- Introduce the word **TAIL** if necessary – can be introduced as I am drawing the example |
- On the board, I will then create my own haechi-like creature, saying the key phrase as I go: |
  - Ex. Draw a tiger body with stripes (**body like tiger**), draw a head that has long ears (**head/ear like rabbit**), draw big hairy feet (**feet like bear**), draw fish tail (**tail like fish**) |
- Students will then be paired up and given paper and drawing tools – class assistants can help out |
- 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 |
- 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 |
- When they are all done, the “creator” will present the animal using the key phrase (head like ____, etc) |

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**Conclusion (Time:<5 min)**

**Summary & Closing:**
- **Today we learned about ANIMALS!**
- Remind them about key vocabulary and phrases |
- Thank them for good behavior, high-fives to the class assistants |

**Evaluation of Objectives:**
- Watch them during activities to see if they are struggling with key vocab/phrases |
- Were they able to properly identify animals? |
- Did they struggle with pronouncing the names of any particular animals? |
- Were they able to recall their knowledge of body terms and apply them to the Haechi
activity?

Note: Red indicates visual cues/movements; Blue indicates phrases that I use

Total Time: ~40 minutes