

**In God, we trust.**

Daily lesson plan

Presented by : REZA TAHERIAN

Date of presentation : Ordibehesht the 21st

Place of presentation: shahid Kamyab center

Class size: 10 students, grade 2 high schools.

Lessons title (READING) **Holland's toy town**

Estimated time of the lesson :30 minutes

- 1. Greeting: 1'*
- 2. Homework checking: 2'*
- 3. Pre assessment: 4'*
- 4. Pre – reading: mind sparkling 6'*
- 5. Brain storming conceptual mapping 3'*
- 6. Reading: 7'*
- 7. Post reading: post assessment 5'*
- 8. Home work assignment for next week: 2 '*

## **Behavioral objectives:**

**At the end of this lesson students will be able to:**

- I. Comprehend the reading passage.**
- II. Pronounce the new words almost correctly.**
- III. Answer the comprehension questions.**
- IV. Distinguish related sentences from the passage for the given pictures.**

### ***Teaching objectives:***

**At the end of the lesson students will be able to:**

- a) Say where the toy town is.
- b) Pronounce the new words in the passage.
- c) Collaborate with each other to answer the comprehension questions.
- d) Know what the toy town is, how big is it, how long does it take to visit it and what they could see in the toy town.

## **Entering Behavior:**

**The teacher through a game tries to assure himself that the students have learned the new words in the previous session and are ready for the new concept.**

**Materials:** Students' Book, Board, Computer, Shad Soft Ware, Power Point Soft Ware, Internet and Some Pictures.

## Procedures:

### A) Greeting and role calling: 1'

**Teacher:** Hello

**Students:** Hello teacher

**Teacher:** How are you?

**Students:** Fine thanks, and you?

**Teacher:** Fine, thanks

### B) Checking the previous assignment: 2'

**Teacher:** Ok, let's see what you have done. You were supposed to make some new sentences with the lesson's new words, weren't you?

Each student should read his own sentence. the teacher's role : helping students with their mistakes .

### c) Review. (Pre - assessment) 4'

(Related questions to assess the previous session.)

**Teacher:** through guessing game.( power point pictures) who can guess and receive an excellent.

It's part of your body. It's the fattest finger of your hand?

**Students:** the thumb

**Teacher:** very good. Who is the next one?

**Teacher:** it's something children play with? When you were little boys you were supposed to play with them?

**Students:** toys.

**Teacher:** it's a toy that boys like to play with?

**Students:** toy car.

**Teacher:** it sails on the water (canals, sea or river). You can row or you may ride it?

**Students:** the boat.

C) Pre – reading. 5'

In this part the teacher shows the students two pictures and a movie and asks them to say what ever come to their minds about them. The teacher writes their words on the board and students will repeat the new words after him. Or if possible, the teacher will ask the students (in groups) to surf on the net and search for the toy town and write the related words in their notebooks.

**Group work: mind sparking: 5'**

**Teacher:** could you guess where this place is? (Brain storming)

**Students:** a toy town.

**Teacher:** what other things do you see in this picture? (Toy train tiny tracks, coach, toy people, and horses etc.)

While watching the film, the teacher rises the students' conciseness and help them to say other things about the toy town.

**Students:** (answers may vary) (airport, boat, canals, highways, ...)

While the students name the words, the teacher writes them on the board and asks them to repeat after him.

**Teacher:** what are the sizes of the things in the toy town? (The teacher shows them pictures to help them to learn the new concepts of the passage.)

**Teacher:** the first picture is about the sizes of the toy people in the toy town.

**Teacher:** The second pictures help the students to learn about the sizes of the house in the toy town.

The **teacher** continues eliciting students answers and writes the main related points on the board.( waist, thumb, toy people,...)

D) Reading.7'

***Step (1)***

Now the teacher uses the Shad soft ware and asks his students to listen carefully and follow the lines.

***Step (2)***

Now listen to the passage again, follow your book and answer these questions:

**Teacher:** Where is the toy town?

**Students:** In Holland

**Teacher:** How long does it take to visit it?

**Students:** 3 hours

**Teacher:** How wide are the sizes of the canals?

**Students:** a foot wide

If the teacher has more time (more than 30') he can also do the following steps too.

The teacher also can ask some individuals to read the passage and the others in their groups should find his mistakes in pronunciation.

***Step (3)***

The **teacher** assigns the students on groups of three and each member of the group should read his assigned paragraph. After 5 minutes they will be asked to pair up in particular groups and share their understandings and try to answer related comprehension questions. the **teacher** has been written on the board. If they answer correctly they will receive an excellent in their cards.

#### **Step (4)**

In this step, they will return to their original groups and share their understandings with each other. They try to answer comprehension questions inside their groups. The **teacher's** responsibility lies on his class monitoring. He patrols and helps his students.

**Teacher:** ok, do you have any questions about the passage? Is everything clear for you now?

#### E) Post – reading. (Post – assessment) 5'

- 1) In this part the teacher shows the students some pictures and the students should find the related sentences in the passage.
- 2) If the teacher has more time, he could play the hot seat game for the groups. In this game every member of each group sits on the chair and the other groups ask comprehension questions from him. The teacher monitors the process.

#### F) Assignments. 2'

- 1) Students should read the passage again at home and answer the questions in page 33\_34.
- 2) Asks the students to summarize the passage in 100 words.
- 3) The students are assigned to write 5 new comprehension questions about the passage.

4) Ask the groups to search for the related articles, movies or pictures on the net. If they want bonus points they can power point them.

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