TBL Lesson Plan

<u>Aims:</u>

1) To develop students' understanding of the activities in the Chimei Museum through pictures prediction and differentiated reading comprehension questions.

2) To develop students' understanding of the Chimei Museum.

3) To improve students' abilities of collaboration when working in a group or pair.

Materials	1. textbook (Nani Version) B1U5 2. pictures & clip 3. mini whiteboards 4. markers & erasers 5. a computer & a projector		
Grade	seventh graders		
Time	45 minutes	**Date**	2019/01/26

Procedure

Task	Procedure	Time (min)

Pre task 1	➲ **Memory Game:【Whole Class & Group Work】【Word Level】**
	   a. Slide 1 gives 4 pictures and phrases, like looking at the artwork, taking pictures, taking a selfie and picnicking.
	【Target language: look at the artwork, take pictures, take a selfie and picnice.】
	   b. T (Teacher) shows the pictures one by one, Ss (students) read the phrases aloud, and then T shows the phrases on the slide.
	   c. T reviews all the phrases by looking and saying.
	   d. Fly Swat Game:
	      (a) Ss are divided into 2 groups.
	      (b) T reads the phrases and Ss take turns to swat the pictures.
		8 mins

	(c) T reads the sentences and Ss take turns to swat the pictures and say the phrases.
	  -Many people are <u>taking pictures</u>.
	  -Some families are <u>picnicking</u>.
	  -Some people are <u>looking at the artwork</u>.
	  -Ted and Matt are <u>taking a selfie</u>.
	  e. What is missing:
	    (a) T sets a model for Ss to understand how to play the game with their mini whiteboards.
	    (b) 1 missing word (picnic)→ 1 missing word (take pictures)→ 1 missing word (look at the artwork)→ 1 missing word(take a selfie)	

Pre task 2	➲ **Ranking:【Challenging Group Work】【Word Level & Sentence Level】**
	  a. Rank the activities in order of your interests.
	    (a) Ss are divided into 10 groups.
	  【Procedural language: Who's got the pen? (T)；I've got the pen. (S)】
	    (b) T asks Ss to Rank the activities in order of your interests.
	    (c) T asks Ss to compare their answers with their partners, and share the reasons.
	  【Functional language: Whose turn is it? Who goes first? I like to ___ How about you? What's your answer? I agree with you. Why do you think so? Are you sure? I don't think so.】
	    (d) Ss write their answers on the mini whiteboards.
	    (e) For the faster groups, T asks them to share their answers and reasons with the other groups.
	  【Functional language: We like to ___ the best because ___ .】
		12 mins

Main task	➲ **Differentiated approaches toward understanding the functions of Leika V10【Whole Class, Group Work & Individual】【Sentence Level】**
	  a. Look & Say– "A Museum for All"
	    a. sunny
	    b. the Chimei Museum
	    c. shops/restaurants/showrooms
		16mins

      d.   line up for tickets

      e.   look at the artwork

      f.   plaza/meadow/12 statues/bridge

      g.   take pictures/take a selfie

      h.   picnic

      i.   art/joy

T asks Ss to answer the questions based on the pictures.

      a.   How is the weather?

      b.   What is the place?

      c.   What is inside the museum?

      d.   What are they doing?

      e.   What are they doing?

      f.   What is outside the museum?

      g.   What are they doing?

      h.   What is the activity?

      i.   What are the pictures about?

b. Each S reads the story and checks if it is close to their predictions.

   (a)Ss watch the video of "A Museum for All".

   (b)Ss repeat after T.

   (c)"Teacher, You Are Wrong!" Game.

    ➤   good/sunny

    ➤   small/big

    ➤   schools/shops

    ➤   books/tickets

    ➤   picture/artwork

    ➤   eating apples/taking pictures

    ➤   house/bridge

    ➤   reading/picnicking

    ➤   music/art

    ➤   one/all

c. Checking comprehension of the story – Different question types

   (a) Ss are divided into 10 groups.

【Procedural language: Who's got the pen? (T)；I've got the pen. (S)】

   (b) T asks Ss to read the True/False questions and discuss the

answers with their partners.

【Functional language: What is your answer? Is it true or false? Why?】

1. The Chimei Museum is very small. (F)

2. The Chimei Museum is a place of joy. (T)

(c) T asks each group to show their answers on their mini whiteboards.

(d) T asks Ss to read the multiple choice and discuss the answers with their partners.

【Functional language: Which one is the correct answer? Are you sure? I don't think so. You can find the answer in Paragraph…, Line….】

1. Which is NOT inside the museum?

（A）**Shops.**

（B）**Showrooms.**

（C）**The twelve statues.**

2. Which is right?

（A）**Ted and Matt are taking a selfie.**

（B）**There are twenty statues on the bridge.**

（C）**Some people are picnicking at the plaza.**

(e) T asks each group to show their answers on their mini whiteboards.

(f) T asks Ss to read the basic comprehension questions (BCQ's) and discuss the answers with their partners.

【Functional language: Did you find the answer? Where is it?】

1. What is there inside the museum?

2. What are some people doing inside the museum?

3. What is there outside the museum?

4. What are some people doing outside the museum?

(g) T asks each group to show their answers on their mini whiteboards.

(h) T asks Ss to read the beyond the text questions (BTQ's) and discuss the answers with their partners.

【Functional language: What do you think? I think…because…/ Well, it might be…; What does…mean? ; How do you say… in English? ; Teacher, can you check my answer, please? 】

1. Why are many people taking pictures around the plaza?

2. Why is the Chimei Museum a place of joy for all?

	d. T asks each group to show their answers on their mini whiteboards and explain the reasons. e. For the faster groups, T asks them to share their answers and reasons with the other groups. 【Functional language: We think⋯ because⋯】	
Post task	➲ **"Think Critically"【Whole Class & Pair Work】【Sentence Level】** a. Main Idea: 　　What is the main idea of this passage? 　　（A）The Chimei Museum is very big and beautiful. 　　（B）Everyone is having fun at the Chimei Museum. 　　（C）The Chimei Museum is an art museum and a place of joy. 　　（D）There are many people looking at the artwork at the Chimei. b. BTQ:　**【Challenging Group Work】** 　　**BTQ's 1: Do you want to go to the Chimei Museum? Why or why not?** 　　**BTQ's 2: What kind of museum do you like to visit? Why?** 　【Idea box: an art museum, a history museum, a science museum, a technology museum, a railway museum, a toy museum, …】 　　【I like to visit _____ because there are _____ and I can _____ over there. 】	9 mins

Differentiation

- **Tasks for fast finishers**
　1. Pre task 2 ~ Ranking: to share their answers and reasons with the other groups
　2. Main task ~ BTQ's: to share their answers and reasons with the other groups

- **Support for weaker learners**
　1. Pre task 2 ~ Ranking:
　【Functional language: Whose turn is it? Who goes first? I think … is the most important. How about you? What's your answer? I agree with you. Why do you think so? Are you sure? I don't think so.】
　【Functional language: We think… because…】

2. Main task ~ Checking comprehension of the story – Different question types

   (1) True/False questions:

  【Functional language: What is your answer? Is it true or false? Why?】

   (2) Multiple choice:

  【Functional language: Which one is the correct answer? Are you sure? I don't think so. You can find the answer in Paragraph…, Line….】

   (3) BCQ's:

  【Functional language: Did you find the answer? Where is it?】

   (4) BTQ's:

  【Functional language: What do you think? I think…because…/ Well, it might be…; What does…mean? ; How do you say… in English? ; Teacher, can you check my answer, please? 】

3. Post task ~ "Think Critically"

  (1) BTQ's 1:

  (2) BTQ's 2: What kind of museum do you like to visit? Why?

  【Idea box: an art museum, a history museum, a science museum, a technology museum, a railway museum, a toy museum, …】

- **Relationship to learning styles**

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	Tasks	Learning Styles
Pre Tasks	Memory Game	Visual Verbal Auditory Kinaesthetic
	Ranking	Solitary Social Logical Verbal Auditory
Main Task	Differentiated approaches toward understanding the Chimei Museum	Visual Verbal Auditory Solitary Social Logical

Post Task	"Think Critically"	Verbal
		Auditory
		Social
		Logical

- **Sample differentiated materials**
  PPT1 Pre task / PPT2 Main task / PPT3 Post task

- **Extra notes**

- **Appendix (Nani B1U5)**