

### ESAL 0370 Reading Lab Lesson Plan - Hour 3

#### **Class Description**

Intermediate level, virtual classroom- 1 Japanese, 2 Chinese + Guests

#### **Terminal Objective**

***Students will be able to...***

Discern the different reading genres, and find out what genre they may appreciate.

#### **Enabling Objectives**

Expand their vocabulary with at least 10 new words.

Understand how different genres use different ways of writing.

Activities will:

- Improve their scanning abilities (Word Search)
- Engage their critical thinking (Recipe Strip)

#### **Materials & Equipment**

**Presentation + Activities**

**Homework sheet**

Procedures/Activity	What is the TEACHER doing?	What are the STUDENTS doing?
Warm-Up (10min)	<ul style="list-style-type: none"> <li>- K&amp;S greet Ss and ask about their weekend.</li> <li>- K. uploads the presentation in class.</li> <li>- S. talks about how the class will go.</li> <li>- S. corrects last week's homework.</li> <li>- K. will be presenter at this point and bring on the first slide showing an overview of the hour.</li> <li>- K. changes to slide about different genres. K. will explain the word "Genre" and practice pronouncing it. The slide will show Recipes, Newspapers, Emails, Horror, Science fiction, Romance, Poetry, Comics, Detective &amp; Mystery, Adventure, Classics, etc.</li> <li>- S. will ask Ss what kind of story happens in a Romance novel, in a Science Fiction, or Comics.</li> <li>- K. will turn on the multi-user function, and ask Ss what books they've read before in English or in their L1, or which type of reading they enjoy.</li> <li>- <b><u>K&amp;S will take notes of their interests for future readings.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to Ts and answer questions one at a time.</li> <li>- Ss pay attention as class begins.</li> <li>- Ss will listen and repeat.</li> <li>- Ss will answer what they believe are in these different genres.</li> <li>- Ss will hover to the type of reading they like to read.</li> </ul>
Homework Correction + Reading (20 min)	<ul style="list-style-type: none"> <li>- S. will correct last week's fill in the blanks homework by asking students what they answered for each question. The activity will be one of the slides.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss will give their answer one at a time vocally, or in the public chat.</li> </ul>

<p><b>Homework Correction + Reading (20 min) - cont.</b></p>	<ul style="list-style-type: none"> <li>- S. will read the first three excerpts, and after each excerpt, S. will ask Ss if they have questions about words or sentences that may be confusing. S. will then ask what they think the genre is and why.</li> <li>- K. will read the last two excerpts, and after each excerpt, K. will ask Ss if they have questions about words or sentences that may be confusing. K. will then ask what they think the genre is and why.</li> <li>- K&amp;S will make sure to cover the <b>imperative form</b> when reading the recipe excerpt.</li> <li>- Give other examples of where the imperative form is used: in manuals, to give an order, to warn others of a danger.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss will identify the excerpts, ask questions, and give an explanation why they think it is that genre.</li> <li>- Ss will identify the excerpts, ask questions, and give an explanation why they think it is that genre.</li> </ul>
<p><b>Vocabulary Words Homework - (5min)</b></p>	<ul style="list-style-type: none"> <li>- S. will give the students the vocabulary from the text in the Shared Notes, and ask the students to find their meaning, and bring in class for next week to share with everyone. <u>Make sure the meanings apply to the way the words are used in the paragraphs</u></li> </ul>	<ul style="list-style-type: none"> <li>- Ss will copy the words for homework or Janis can send it to them after class.</li> </ul>
<p><b>Recipe Strip (5min - 10min)</b></p>	<ul style="list-style-type: none"> <li>- K. will explain the class activity and what the students need to do. <u>Pancake Recipe.</u></li> <li>- S. will turn on multi-user and ask Ss in what order the recipe should be.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss. will listen to instructions</li> <li>- Ss will read the recipe strips.</li> <li>- Ss will hover on each strip one at a time or add numbers next to the strips.</li> </ul>

<b>Wordsearch</b> <b>(Scanning Exercise)</b> <b>(5min-10min)</b>	<ul style="list-style-type: none"> <li>- S. will explain what is a wordsearch to the Ss. and divide the class into three groups (2 groups depending on the number of students). Ss will have to find the words as fast as possible.</li> <li>- K. will prepare the breakout rooms in the meantime.</li> <li>- K&amp;S will congratulate the winners for their effort.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss will have to quickly solve the wordsearch and compete with the other groups.</li> <li>- Ss will need to send a screenshot when they're finished.</li> </ul>
<b>Filler Activity</b> <b>(just in case)</b>	<ul style="list-style-type: none"> <li>- K. will ask Ss to bring a recipe of one of their favourite dishes and write it in the imperative form.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss will listen to instructions</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>- K&amp;S will ask Ss what did you learn in class today</li> </ul>	<ul style="list-style-type: none"> <li>- Ss will reply one at a time before leaving.</li> </ul>
<b>Evaluation/Assessment</b>  No Evaluation		
<b>Homework</b>  <ul style="list-style-type: none"> <li>- Add the new vocabulary to their journal to share next week</li> </ul>		