**Lesson Plan for Integrate Reading & Writing Basic 3**

**Class Time:** 50 mins

**Unit:** Unit 3 Bodily Systems -Lesson A

**Topic:** Muscles and bones work together and serve many important functions in the body.

**Academic Objective:** Understand that bones and muscles are made up of tissues. Connected by tendons, they work together to give our bodies shape and enable us to move.

**Passage Format:** Magazine article

**New Words:** bodily, muscle, bone, skeleton, tissue, tendon, function, protect

**Reading Skill:** Monitoring Details

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| **Lesson Section** | **Activities** | **Page** | **Time** |
| **Introduction** | - Greeting and attendance- Provide copies of vocabulary test to students. While they do the test, check completed homework | - | 10 mins |
| **Pre‐reading** | **Unit Intro Pages**- brainstorm vocabulary related to title and picture - read the questions at the bottom of the right page aloud and have students create responses; write responses on the board | pp.8-9 | 5 mins |
| **Warm-up**- read the questions in the box aloud and have students create responses; write responses on the board**New Words**- ask students to look at the picture and discuss what they see- read the words and their definition. Then, have students match the words to the picture and write the words- explain words that are unfamiliar to students | pp. 10-11 | 5 mins |
| **Reading** | **Reading**- listen to the audio track for the passage; have students track the words of the passage as they are spoken- listen again and pause the audio track after each sentence; have students repeat after the speaker for pronunciation practice- close the book and ask students to explain what they can remember; students may explain in their first language as long as the teacher is able to understand**Infographics**- read the infographics first - explain words that are unfamiliar to students | pp. 12-13 | 10 mins |
| **Comprehension Checking** | **Reading Comprehension**- have students mark their answers and then check the activity together as a class | p. 14 | 5 mins |
| **Consolidation** | **Reading Skill**- have students complete the reading skill activity refer to the passage and then check the activity together as a class**Summary**- have students write the sentence from reading skill and then check it together as a class | p. 14 | 10 mins |
| **Closure** | **Homework**- assign homework in the workbook | - | 5 mins |

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**Bonus Words:** diet, extremely

**Writing Skill:** Main Idea and Supporting Details

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| **Lesson Section** | **Activities** | **Page** | **Time** |
| **Introduction** | - Greeting and attendance- Provide copies of vocabulary test to students. While they do the test, check completed homework | - | 10 mins |
| **Pre‐reading** | **Warm-up**- read the questions in the box aloud and have students create responses; write responses on the board**Vocabulary Review**- read the vocabulary in the box- have students match the words to complete the sentences and then check the activity together as a class | p. 15 | 5 mins |
| **Reading** | **Fluency Reading**- read the background questions on the top of the page and have students create responses- teach student two bonus words and their meaning- read the passage together and circle the correct words- listen to the audio track for the passage; have students track the words of the passage as they are spoken- listen again and pause the audio track after each sentence; have students repeat after the speaker for pronunciation practice- record the class reading time and record it in the reading speed chart in the back of the book. | p. 16 | 15 mins |
| **Consolidation** | **Writing Skill**- read the sentences together- make the student fill out the chart check it together as a class**Writing Plan**- have students write the sentence from writing skill and then check it together as a class | p. 17 | 15 mins |
| **Closure** | **Homework**- assign homework in the workbook |  | 5 mins |