

[Sample] My Next Reading Daily Lesson Plan

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| Unit | Book 4 Unit 3. Hi! I'm a Butterfly |
| Topic / Genre | Life Cycle / Non-fiction |
| Subject / School Subject | Science / Elementary school 3rd grade lesson 3. Life Cycles of Animals |
| Duration | 50 minutes |
| Objectives | <ol style="list-style-type: none"> 1. To understand the new words related to the life cycle of a butterfly 2. To understand the story about the life cycle of a butterfly 3. To improve students' reading comprehension skills 4. To practice some English expressions about how a caterpillar becomes a butterfly |
| Key Words | caterpillar, fresh, crawl, hang, branch, cocoon |
| Materials | Student Book (pp. 12-15), Workbook (pp. 6-9), Audio (Tracks 8-10), Unit 3 e-book, Word Test, Dictation, Translation, Unit Test, Flashcards |

■ Procedure [the 3rd of 24 Classes]

| Step | Activities | Materials | Time |
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| Introduction | <ol style="list-style-type: none"> 1. Greeting - Greet the class and have them sit properly. 2. Review - Ask students what they learned from the previous lesson. - Review the key words and some English expressions. 3. Word Test & Check Homework - Give word test sheets (dictation, translation, or unit test) to students. - Check their homework. | <ul style="list-style-type: none"> · Word Test · Dictation · Translation · Unit Test · Workbook pp. 6-7 | 5 mins |
| Before Reading | <ol style="list-style-type: none"> 1. To begin with - Have students guess what the story is about by discussing the title, topic, subject, and illustrations (or pictures) together. 2. Ready to Read - Have students read the questions. - Help students answer freely by using their own experience or the given illustrations (pictures). 3. Key Words - Have students listen to CD track 8. - Explain the words with the images. - Have students repeat after CD track 8. - Have students find each key word in the story. | <ul style="list-style-type: none"> · e-book · Student Book pp. 12-13 · CD (track 8) | 5 mins |

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| While Reading | <p>1. Main Story</p> <ul style="list-style-type: none"> - Have students listen to CD track 9 and read the story. - Explain the story, new words, and some expressions. - Have students read each line of the story with CD track 10. <p>2. Check to Understand</p> <ul style="list-style-type: none"> - Have students read the questions and choose True or False by themselves. - Encourage students to read the story again if they are not sure about the answers. If needed, help them find the key sentences to figure out the answers. | <ul style="list-style-type: none"> ·e-book ·Student Book pp. 12-13 ·CD (tracks 9, 10) | 15 mins |
| After Reading | <p>1. Comprehension Check</p> <ul style="list-style-type: none"> - Explain each question and have students choose the best answer. - Explain how the chart visualizes the story. And check the answers with students. <p>2. Word Check</p> <ul style="list-style-type: none"> - Explain the activity and have students complete it. - Check the answers with students. <p>3. Think More</p> <ul style="list-style-type: none"> - Explain how to do this activity. If new words appear, explain them to students. - Have students fill in the blanks. - Put students in pairs and have them practice. One student asks questions as the other answers the questions. Then take turns. - As students do this activity in pairs, walk around and help them as needed. | <ul style="list-style-type: none"> ·e-book ·Student Book pp. 14-15 | 15 mins |
| Closure | <p>1. Review today's lesson</p> <ul style="list-style-type: none"> - Review the key words by using the flashcards. - Ask some questions about the story. Remind students of the key words and useful English expressions. <p>*If time allows, give out a fluency builder worksheet and have students listen and read again.</p> <p>2. Assign homework</p> <ul style="list-style-type: none"> - Have students do workbook pages 8-9. - Explain how to do the activities in the workbook. | <ul style="list-style-type: none"> ·Flashcards ·Fluency Builder Worksheet <ul style="list-style-type: none"> ·Workbook pp. 8-9 | 10 mins |