**Lesson Plan for Integrate Reading & Writing Basic 1**

**Class Time:** 50 mins

**Unit:** Unit 1 Farm to Store -Lesson A

**Topic:** Orange juice is made through a process that includes workers in many different places.

**Academic Objective:** Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.

**Passage Format:** Traditional passage

**New Words:** farmer, factory, machine, container, shelf, important

**Bonus Words:** worker, driver

**Reading Skill:** Sequencing

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Section** | **Activities** | **Page** | **Time** |
| **Introduction** | - Greeting and attendance | - | 5 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  **Structure**  - read the sentence aloud and have students point out the difference between them  - have students write the sentence in the right order and then check it together as a class | pp. 10-11 | 10 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 |

**Lesson Plan for Integrate Reading & Writing Basic 1**

**Class Time:** 50 mins

**Unit:** Unit 1 Farm to Store -Lesson A

**Topic:** Orange juice is made through a process that includes workers in many different places.

**Academic Objective:** Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.

**Passage Format:** Traditional passage

**New Words:** farmer, factory, machine, container, shelf, important

**Bonus Words:** worker, driver

**Reading Skill:** Synthesizing

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Section** | **Activities** | **Page** | **Time** |
| **Introduction** | - Greeting and attendance  - Provide copies of vocabulary test to students. While they do the test, check completed homework | - | 5 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  -make the student underline the vocabulary words  - teach student two bonus and make them underline the bonus words; teach their meaning  - listen to the audio track for the passage; have students track the words of the passage as they are spoken  - record the class reading time and record it in the reading speed chart in the back of the book. | p. 16 | 10 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 | 10 mins |
| **Integrating IT** | **Integrate IT**  - read the preview sentences and have students answer the question  - watch the video  **Discussion**  - after watching the video, have students write the answer  - make students into pair or group; have them share their answer and discuss the questions | p. 18 | 10 mins |
| **Self-Assessment** | - have students complete the activity A and B then check the activity individual  - have students grade their completion along to statements | p. 19 | 5 mins |
| **Closure** | **Homework**  - assign homework in the workbook | - | 5 mins |