**[Sample] My Next Reading Daily Lesson Plan**

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| Unit | Book 1 Unit 5. On the Family Sports Day |
| Topic / Genre | Sports / Fiction |
| Subject / School Subject | Physical Education / Elementary school 2nd grade lesson 3. Family |
| Duration | 50 minutes |
| Objectives | 1. To understand the new words related to a family sports  2. To understand the story about a family sports  3. To improve students’ reading comprehension skills  4. To practice some English expressions about various family sports |
| Key Words | family, skip, tug-of-war, pull, rope, toward |
| Materials | Student Book (pp. 20-23), Workbook (pp. 10-13), Audio (Tracks 14-16)  Unit 5 e-book, Word Test, Dictation, Translation, Unit Test, Flashcards |

**■ Procedure [the 7th of 24 Classes]**

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| **Step** | **Activities** | **Materials** | **Time** |
| **Introduction** | **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. | ∙Word Test  ∙Dictation  ∙Translation  ∙Unit Test  ∙Workbook  pp. 10-11 | 5  mins |
| **Before Reading** | **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.  - In the first question, help them answer freely with their own experience.  - In the second question, have them look at the illustrations (pictures) and share answers with their classmates.  **3. Key Words**  - Have students listen to CD track 14.  - Explain the words with the images.  - Have students trace the words and repeat after CD track 14.  - Have students find each key word in the story. | ∙e -book  ∙Student Book  pp. 20-21  ∙CD (track 14) | 5  mins |
| **While Reading** | **1. Main story**  - Have students listen to CD track 15 and read the story.  - Explain the story, new words, and some expressions.  - Have students read each line of the story with CD track 16.  **2. Read to Act**  - Have students ‘act’ according to the instruction.  - Encourage students to act and speak. For example, students find and circle the family that they want to join and say, “I want to join Ron’s family.” | ∙e-book  ∙Student Book  pp. 20-21  ∙CD (tracks 15, 16) | 15  mins |
| **After Reading** | **1. Comprehension Check**  - Explain each question and have students choose the best answers.  - Explain how the chart visualizes the story. And check the answers with students.  **2. Word Check**  - Explain the activity and have students complete it.  - Check the answers with students.  **3. Think More**  - Explain how to do this activity. If new words appear, explain them to students.  - Put students in pairs and have them practice with their partner.  For example, encourage students to say, “It’s time to run a relay race. My family runs together.”  - As students do this activity in pairs, walk around and help them as needed. | ∙e-book  ∙Student Book  pp. 22-23 | 15 mins |
| **Closure** | **1. Review Today’s Lesson**  - Review the key words by using the flashcards.  - Ask some questions about the story. Remind students of the key words and useful English expressions.  \*If time allows, give out a fluency builder worksheet and have students listen and read again.  **2. Assign homework**  - Have students do workbook page 12-13.  - Explain how to do the activities in the workbook. | ∙Flashcards  ∙Fluency Builder  Worksheet  ∙Workbook  pp. 12-13 | 10 mins |