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| **Reading Lesson Plan** | | | | | | | | | | | | | |
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| **Title: What Happened on Halloween** | | | | | | | | | | | | | |
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| **Instructors** | | **Taeryong Kim** | |  | | **Level** | **Intermediate** |  | **# of Ss:** | **14** |  | **Length:** | **20 min** |
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| **Materials** | | | | | | | | | | | | | |
| 14 copies of the worksheets  Textbook Reading Channel  Whiteboard & markers  Pictures related to the topic | | | | | | | | | | | | | |
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| **Aims** | | | | | | | | | | | | | |
| For students to develop intensive reading technique by skimming and scanning the task  To learn vocabulary for helping students to understand the task.  To increase students’ critical thinking  To check students’ reading comprehension by doing True and False and Multiple Choice | | | | | | | | | | | | | |
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| **Language Skills** | | | | | | | | | | | | | |
| **Reading**: reading copies of worksheet and materials.  **Listening**: student might listen to teacher’s instruction and they might have discussion with classmates.  **Speaking**: Student will speak in class by doing activities and discussion ( sharing idea and experience).drilling and repeating after teacher  **Writing**: Students will do some activities like filling in the blanks and writing correct answers. | | | | | | | | | | | | | |
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| **Language Systems** | | | | | | | | | | | | | |
| **Lexis**: Students will learn vocabulary by doing pre reading  **Phonology:** Students will repeat vocabulary after teacher and they will learn how to pronounce. | | | | | | | | | | | | | |
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| **Assumptions** | | | | | | | | | | | | | |
| Students will have some good time to develop their intensive reading technique through the lesson  Students will be learning this task step by step and that will enhance their reading skill  ( True and False, multiple choice, extra materials  Student might be able to understand the task through answering question  Student will recognize and acknowledge key words by learning vocabulary | | | | | | | | | | | | | |
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| **Anticipated Errors and Solutions** | | | | | | | | | | | | | |
| **Error**  Student might not understand the terminology of Halloween and trick or treat  Students may have a hard time managing reading time  Students are afraid of making mistakes.  **Solution**  Teacher instructs them the meaning of Halloween with using pictures and other materials.  Teacher will give them as many examples as he could so they can learn through their mistakes.  Teacher keeps reminding them the time setting and when students need more time then teacher will give them extra time | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **References** | | | | | | | | | | | | | |
| Nick Cameron, Reading Channel ITON designed by Nineflux Page 20, 22  Pictures from  [www.google.com/](http://www.google.com/) pictures on Halloween  Personal pictures | | | | | | | | | | | | | |
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| **Leads in** | | | | | | | | | | | | | |
| **Materials** | White board and Board marker, pictures, | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 3 minutes | | | Set Up Whole class | | Greeting  Teacher:“ Hello Everyone how are you doing today?  Students: “Fine thanks and you?  Teacher: “I am very well”  Check every single student how they are doing and ready for the class.  Teacher should not hurry up It will take about 3 minutes to check students’ condition.  Teacher shows students bunch of pictures and asks them what pictures they are. (Halloween party, the costumes and trick or treat)  Teacher: What do you think these pictures realted?  Students: Halloween  Teacher: what day does it take place?  Students might not know what day exactly it is and teacher explains what day and what happens in Halloween  Teacher needs to get people to think and get involved with student closely.  Teacher: “Today we will be studying about Halloween and what happens on Halloween. Are you excited? ” | | | | | | | | |
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| **Pre-Activity** | | | | | | | | | | | | | |
| **Materials** | white board and board marker | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 10 minutes | | | Whole Class  Individual | | Teacher: Ok Let’s get started. Before you read the text, let’s have some time to learn new vocabulary.  Demonstration  Teacher writes the word devil on the board and explains it to students.  Teacher: “Devil means the spirit of evil  Instruction  Teacher: “Now we are going to have some activity that matches each word to its meaning. There are 10 vocabulary and we have done one already so you have 9 words to match. I will give you 3 minutes to get this done and you may work on your own.”  CCQ:  What are you going to do?  Are you working alone?  How much time have you got?  Teacher needs to work around and check what each student does.  If they do not know what to do, then teacher needs to explain what they have to do and show them another demonstration.  Teacher: Ok. Have you done it? Who needs more time?  If someone needs more time, teacher will give them a minute more  After they are done with matching Vocabulary, teacher and student will check the right answer. teacher will pick a certain students and make them answer the question  Teacher: Ok, Peak what do you have for question number 1?”  Teacher: “Excellent, let’s move on towards the main activity.” | | | | | | | | |
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| **Main Activity** | | | | | | | | | | | | | |
| **Materials** | Worksheet, | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 10 minutes | | | Whole class  ( minutes)  7minutes  Set up whole class | | 1. Skimming for the main Idea   Teacher writes guiding question on the board  “What would you wear as a Halloween costume if you must?”  **Demonstration**  Teacher: “I will be like this I must wear a costume on Halloween”  Teacher possibly shows students a picture or realia.  **Instruction**  Teacher explains what students need to do in a certain time  Teacher: Ok I want you to think about the question I have given to you  While you read the text. You will have 3minutes and you may work alone.    **CCQ**  What question have you got from me?  Are you working together?  Are you working alone then?  How much time you have?  Teacher: does anyone need more time?  (if yes, then teacher add extra time for students who have not finished yet)  Instruction:  Teacher: “Ok now I want you to discuss the question on the board with your partner. I will give you 2 minutes.  CCQ  Are you working alone?  How much time have you got?  Teacher picks a certain group and makes them speak what they come up with.  Teacher: “Ok Michelle what are you going to wear as a Halloween costume if you must”.   1. Scanning for Details   Demonstration:  Teacher will go with the question number one (True or False) with students so they understand what they are going to do for reading text.  Instruction  **Teacher:** “Read the text again if you need and I want you to find the correct answers to the questions.” “You have 5 True and False questions and 5 choosing the best answers”. “You have 3 minutes to solve the problem and you may work on your own.”  CCQ  What are you going to do?  How much time you have?  Are you working together?  Feedback  Does anyone need more time?  Have you done yet?  Teacher will walk around the class and check what each student does.  When students have done with their work, Teacher and students will find the right answer. | | | | | | | | |
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| **Post-Activity** | | | | | | | | | | | | | |
| **Materials** | Blank paper, white board and board marker, realia( candy) | | | | | | | | | | | | |
| **Time** | | | **Set up** | | **Procedure** | | | | | | | | |
| 8minutes | | | Whole class    1minutes  2 minutes  3minutes  3minutes | | **Free production**  **Hypothetical Question**  The class will have some time to think about the question that teacher provides.    **Demonstration**  Teacher and one of Students will show the demonstration in front of the class and let them think    **Instruction**  Teacher explains what the class will do for post activity  **Teacher**: OK I‘d like to have a little group work. I will give you a blank paper and you need to right and explain what you will do if you face the problem like (If you ran out of candy but at the same time. One of kids stops by your house for trick or treat. What will you do? You may not make a kid cry because trick or treat is one of the most special activities for kids on Halloween) you have 2minutes to do it and you work with your partner  **Teacher:** “Don’t get them disappointed at you”  **CCQ**  What are we going to do?  Are you working alone?  **Outline**  **Conclude & review**  Today we have studied basic forms of Gerund and infinitive. We have learned what Gerunds and infinitives are and how we use them. We also had a good time to practice through the worksheet. We have also learned gerund and infinitive through our group activity. Finally we also had a dictation which helps you to understand the task better.  **Homework**  Teacher gives them worksheets (filling in the blanks) and informs them how to get this done.  The due date will be the next class time.    **CCQ**  When is due date for Homework?  What do you have to do?  One or two groups will present for this activity  **Outline**  **Closing and Feedback**  Teacher: Ok Today we have learned about Halloween and some costumes and trick or treat  We have learned new vocabulary today and we have spent some time think about the costume through the guiding question I gave you. We also have improved our reading technique through skimming and scanning the reading text. We have also had a good time to understand the terminology of trick or treat by doing group work.  I will you homework assignment which is you will write 5 sentences with using vocabulary we learned today. The due date will be the next class  CCQ  How many sentences do you need to write?  When is the due date?  Ok we will study about sign language next time ok?  How did the class go today? Did you have some fun? I hope so  you did excellent job today and I will see you next time Bye. | | | | | | | | |

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