#### Reading Lesson Plan

Instructor:

Hwajung Lee

Level:

Pre-intermediate

Students:

14 students

Length:

30 minutes

The Ant and the Grasshopper

**Materials:**

* Blown-up pictures for Eliciting
* Pictures for Vocabulary
* 14 copies of the reading text “The Ant and the Grasshopper”
* 14 copies of reading worksheets
* White board and Board markers

**Aims:**

* To learn vocabulary in the text by seeing the pictures, listening to the teacher’s demonstration and answering concept check questions
* To develop intensive reading skill by answering guiding questions to find the main idea and answering comprehension questions to understand the details
* To practice speaking by discussing about a lesson from the fable with group members

**Language Skills:**

* Reading: The text, guiding questions and comprehension questions
* Listening: the teacher’s demonstration about new vocabulary and partner discussion
* Speaking: Partner discussion to answer the guiding questions and group discussion about a lesson from the fable
* Writing: the reading worksheets

**Language Systems:**

* Lexis: vocabulary used in the text
* Phonology: practicing new vocabulary
* Discourse: having a discussion about a lesson from the fable with group members

**Assumptions:**

1. Students know what season is and have basic knowledge about four seasons
2. Students know what fable is and most fables have built-in messages.
3. Students can read and speak in English but not very accurately.
4. Students know the teacher’s style of teaching and the pace of the course.
5. Students don’t know how to skim and scan, and so Students need to be directed what and when to skim and scan.

**Anticipated Errors and Solutions:**

* Students may have different pace in reading the text.

→ Teacher reads the text with students and explains the sentences that students do not understand.

* Some students will have difficulty in doing the comprehension question worksheet.

→ Have students do themselves first and give some help. If they still don’t know, explain the general story of the text.

* If students need more time to finish their activity.

→ Be flexible with the time. Give students more time to finish their activity and cut off the time of post activity.

* If students finish their activity early.

→ Make sure the vocabulary and expression related in the text. Give students an extra vocabulary question work sheet.

**References:**

Read Aloud!:[The](http://www.audioenglish.net/english-learning/english_dialogue_hotel_booking_a_room_2.htm) Ant and the Grasshopper (Publisher: Wonder&Learn)

Times Media TESOL Student Work Book

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| **Lead-In**  |
| Materials: Board and Markers, Blown-up Pictures for Eliciting |
| Time3 min | Set UpWhole Class | Procedure:- GreetingHello everyone, how are you?- Eliciting: How’s the weather outside? (Ss answer “It’s cold”)What season is it? (Ss answer “Winter”)Can fruits and plants grow in the winter? (Ss answer “No”)Do you know in what season they can grow?(Ss answer “spring, summer and fall”)(Teacher shows the pictures of the four seasons in order)- Introduce today’s topic:Today, we will read the story about “The ant and the grasshopper”. Let’s see what they are doing in each season. |

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| **Pre-Activity**  |
| Materials: Board and Markers, Pictures for Vocabulary |
| Time7 min | Set UpWhole Class | Procedure:T: Before we read the story, let’s learn some new vocabulary.1. **Vocabulary**.

anta)Presentation- Eliciting:(Show the picture of the word) Look at the picture. Do you see it?Do you know what it is?(Write “ant” on the board)Repeat after me, ant.b) C.C.QAnt can jump around on the ground. Is it right?grasshoppera)Presentation- Eliciting:(Show the picture of the word) Look at the picture. Do you see the insect?Do you know what it is?(Write “grasshopper” on the board)Repeat after me, grasshopper.b) C.C.QGrasshopper is black animal. Is it right?panta)Presentation- Eliciting:I will show you an example. I just finished running so I breathe quickly “Huff Puff Huff Puff”.(Demonstrate “pant”)Can you guess what is this verb?When we breathe noisily after running, we can say “I pant”.(Write “pant” on the board)Repeat after me, pant.b) C.C.QA dog is walking slowly. When it stops walking, will the dog pant?hopa)Presentation- Eliciting:How can rabbits move around?(Demonstrate “hop”)Can you guess what is this verb?When we jump lightly, we can say “I hop”.(Write “hop” on the board)Repeat after me, hop.b) C.C.QCan turtles hop?persimmona)Presentation- Eliciting:(Show the picture of the word) Look at the picture. Do you see the orange-colored fruit?Have you guys eaten it before? What does it taste like?What season can we often eat it?Do you know what it is?(Write “persimmon” on the board)Repeat after me, persimmon.b) C.C.QPersimmon tastes very sour. Is it right? |
| **Main Activity**  |
| Materials: 14 copies of the reading text “The Ant and the Grasshopper”, 14 copies of reading worksheets, White board and Board markers |
| Time7min6min | Set UpWhole ClassIndividualPairsWhole ClassIndividuallyWhole Class | Procedure:1. **Skimming for the Main Idea**

(Write the guiding questions on the board)What did the ant do before the winter came? What did the grasshopper do before the winter came?Who had a good time when the winter came?InstructionsWhat did I write? Let’s read the question together.Think about the answers as you read this story taken from Aesop’s Fables. I will give you 3 minutes to read. Read alone.CCQWhat are you supposed to do as you read?Who are you working with?How much time do you have?(Pass out the reading text)T: 1 minute left.Now, discuss the questions on the board with your partner.(Monitor discreetly)(Teacher checks the Ss’ answers)1. **Scanning for Details**

InstructionsYou will have a worksheet. Read the worksheet. This time, scan the text and find the answers to the questions. You have 3 minutes. Work individually.CCQWho do you work with?How much time do you have?What are you going to do?(Distribute the reading worksheets)(Monitor discreetly)T: You have 1 minute left!Now, let’s check the answers together.What is the answer for question number 1?Do you agree with the answer?(Same for questions 2 to 5)(If there are any wrong answers, correct them with Ss)  |

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| **Post-Activity**  |
| Materials: Board and Markers |
| Time7min | Set UpWhole ClassGroupsWhole Class | Procedure:1. **Free Production**

T: How do you feel when you work very hard? Which do you prefer; playing after working or working after playing? In other words, doing what you have to do first or doing what you want to do first.InstructionDiscuss what you are going to do when you have both at the same time; what you want to do and what you have to do. And talk about the reason why you are going to do so. Work with your group. You have 3 minutes.DemonstrationI love junk food and gain weight easily. These days I keep craving for junk food. But my wedding photographing will be in next March.I will say “I’m going to eat some healthy food instead of junk food until next March and then going to enjoy junk food after wedding photographing because I don’t want to regret like the grasshopper”.T: Let see who is ant and who is grasshopper.CCQWhat are you supposed to do?Do you work alone?How much time do you have?(Make groups of 3~4 students)(Run Task)(Monitor actively)T: You have 1 minute.FeedbackHave you all finished?* Yes → Share the groups’ answers.
* No → Give 30 seconds extra time.

ClosingT: It’s time to wrap up.Did you have fun today? I hope you enjoyed today’s lesson.Give homeworkTalk to your family about the lesson from the fable “The ant and the grasshopper” using the key vocabulary we learned today. |