Reading Lesson Plan

Topic: Biographies of 5 famous painters

Length:

25 minutes

es

Students:

19

Level:

Advanced

Instructor:

Jessica

**Materials:**

**-***5 pictures of painter’s portraits*

* Vocabulary blank worksheet (19 copies)
* Vocabulary strips(5copies)
* Reading worksheet (5copies )
* Painting pictures(5papers attached 3paintings each)

-White board, board markers

**Aims:**

**Primary aim:** Students will improve reading skills by scanning and skimming **Secondary aim:** Students will learn vocabulary by matching each word and meaning

**Personal aims:** *I want to be confident.*

*I want to be professional.*

**Language Skills:**

* Reading: Students will read the painter’s biography
* Listening: Students will listen to students who speak the summary of stories
* Speaking: Students will speak the vocabulary meaning and the summary.
* Writing: students will fill the new vocabulary blank and write the summary.

**Language Systems:**

* Lexis : none to discuss
* Function: none to discuss
* Grammar: none to discuss
* Phonology: Students will pronounce each new vocabulary
* Discourse: none to discuss

**Assumptions:**

Students already know:

* How the class is set up and run (5 groups for 4or3people)
* All students are adults who are goal-oriented.
* All students are self-directed
* Students have already experienced to see the paintings.

**Anticipated Errors and Solutions:**

* Students may not be able to understand the stories easily

🡪 It could be solved by checking blocking vocabulary.

* Students may not be able to pick up details from the reading

🡪Students could understand the details by having summary presentation.

* Students may need more time to match the words and meaning

🡪 Students could have review time by filling the blank.

* If students finish their tasks earlier than anticipated,

🡪Students who finished their tasks earlier could feel free to watch the paintings more times

**References:**

[**http://www.famouspainter.com/**](http://www.famouspainter.com/)

[**http://www.conservapedia.com/Leonardo\_da\_Vinci**](http://www.conservapedia.com/Leonardo_da_Vinci)

[**http://www.visual-arts-cork.com/art-glossary-of-terms.h**](http://www.visual-arts-cork.com/art-glossary-of-terms.h)

|  |  |  |
| --- | --- | --- |
| **Lead-In** | | |
| *Materials:* ***5 pictures of painter’s portraits*** | | |
| Time  2 min | Set Up  Whole Class | **Procedure:**  **Greetings;**  *Hello everyone!!*  *Spring already came and cherry blossoms are coming soon, but the weather is still a little cold, isn’t it?*  *Show the 5 pictures of painter’s portraits one by one and ask students;*  ***Eliciting***  *What is this? Is this a picture or a painting?*  *Do you Know who he is?*  *Are they famous people?*  *After showing those, hang those on the board.*    *They are Leonardo Da vinci, Vincent Van Gogh, Gustav Klimt, Edvard Munch, Pablo Picasso.* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: **Vocabulary strips, Vocabulary blank worksheet,  *Board and markers*** | | | |
| Time  2 min  2min  1min | Set Up  Whole Class  Individually | **Procedure:**  Write on board a word ‘Biography’  Eliciting;  ‘Have you ever heard the word ‘Biography’?  What does it mean?  Introducing today’s topic;  Today, we will talk about biographies of 5 famous painters.  **I. Vocabulary strips**  Instruction  *Divide the groups into 5 groups with 4*  *Hand out the vocabulary strips to each group*  *Instruct to match the vocabulary and meaning by grouping in a minute.*  *ICQ*  *How many groups are there?*  *How many people are in a group?*  *What are you going to do?*  *How long are you going to do?*  *After finishing, hand out the vocabulary blank worksheets each person.*  *Instruct to fill the blank individually in a minute.*  *ICQ*  *What are you going to do?*  *How long are you going to do?*  *Are you going to do in a group?*  *During students are doing the tasks, write the new vocabulary on board.*  *Say the time left, 30seconds, 10seconds.*  *After finishing it, check the answers together*  *CCQ*  *Who is the cubism painter?*  *Is there anyone who is neurotic?*  *Who do you think yourselves as a polymath?*  *Good Job!!* |
| **Main Activity** | | | |
| **Materials; reading worksheets** | | | |
|  | | | |
| 1min  1min  3min  5min  1min | Whole Class  Whole Class | **Procedure:**   1. **Reading**     **Instructions**  *Put your pens down. Put the paper back. Don’t turn over it until everyone gets one. If I finish counting from 3 to 1, read the paper in 10seconds and turn it over again.*  ***ICQ***  *Are you reading the paper after getting? No*  *How long do you read it?*  *How are you going to do after 10seconds?*  ***Instructions***  *1.Find the words which have initial letter’P’as many as you can in 10seconds by group*  ***ICQ***  *What are you going to do?*  *How long are you going to do?*  *2.Find the numbers in the text in 15seconds*  ***ICQ***  *What are you going to do?*  *How long are you going to do?*  **Instructions**  Scan the stories and make the summary in 3minutes by groups  Choose one student to present the summary.  **ICQ.**  *What are you going to do?*  *How long are you going to do?*  *Are you going to do individually?(No)*  *Do presentation the summary each group in a minute so that students can get information about the biographies of 5painters exactly.*  **CCQ**  *Who is absolutely different style in painting?*  *Do you know Klimt’s famous work? You can see in this building.*  Good job!!! |

|  |  |  |
| --- | --- | --- |
| **Post-Activity** | | |
| Materials: 5papers attached 3paintings each | | |
| Time  2min  1min  1min  1min  2min | Set Up  Whole Class | **Procedure:**  **I. matching pictures and painters**  **Instructions**  *Hand out 5papers to each group to match the pictures and the painters*  *Do it matching by grouping in a minutes*  *Write the number on the paper which is attached on board*  **ICQ**  *Are you going to do individually? No*  *How long are you matching those?*  Check the working and the exact answers  Write some words on board  (neurotic anxiety, cubism,polymath,ornamentation, coarse brushwork)  I**nstructions**  *Choose a word which makes the painter who you have specialize and write the letter on the paper in a minute*  **ICQ**  *Are you going to do individually? No*  *How long are you choosing those? In a minute*  *How many words are you choosing? A word*  ***CCQ***  *Who is specialized with a polymath?*  *Who is specialized with anxiety or depression?*  ***Feed back.***  *After finishing, hang on board those and review their paintings.* |

**SOS activity: make a circle and turn around by saying previous person saying**

**like ‘her favorite painter is ^^ and my favorite painter is Gogh’**

**If there are 7 students, the last should say 6 previous saying and her favorite painter.**