Reading Lesson Plan

Ice Cream

Length:

60 minutes

es

Students:

6

Level:

Intermediate

Instructor:

Younghoon

**Materials:**

* 6 sets of Sweets Idioms matching strips
* 6 copies of Sweets Idioms sheet
* 6 copies of reading text “Ice Cream”
* 6 copies of reading worksheet
* White board and board markers
* Color pencils and drawing pencils
* 6 pieces of blank A4 paper

**Aims:**

* To enable students to improve reading skills by having them to skim, scan and read the main reading passage, fill the blanks in the worksheets.
* Student will not talk about’ Ice Creams’ by doing the pre-activity, main activity, post-activity and they will not make ice creams in the class.
* I want to improve my confidence for teaching and classroom management skills.

**Language Skills:**

* Reading: Students will read the reading passage on ‘Ice Cream’
* Listening: Students will listen to the discussions held with another group member
* Speaking: Students will present hi/hers summary on the reading passage for his/her group
* Writing: Students will fill in the blanks for the reading worksheet

**Language Systems:**

* Grammar: none to discuss
* Lexis : learn idioms that has food words
* Phonology: none to discuss
* Function: Students give the names of food for the pre-activity
* Discourse: Students do not give the names of food for the pre-activity

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 2 student in each group)
* the teacher’s style of teaching and the pace of the course
* all students are single and college graduates (Age 23 and up)
* all students are familiar with ice creams

**Anticipated Problems and Solutions:**

* Students mat have different pace in reading the text

🡪 Teacher reads the text with Students and explains the sentences that Students do not understand

* Some Students have difficulty in doing the comprehension question worksheet.

🡪 Have Students do themselves first and give some help. If they still do not know, explain the general story of the text.

* If Students need more time to finish their activity (cut-off plan)

🡪 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 (SOS plan)

🡪 Do the SOS activity

**References:**

* *Learning Teaching by Scrivener Chapter 2 “Classroom activities” Chapter 3 “Classroom Management”*
* *http://www.funenglishgames.com/activities/whatwillyoubring.html*
* *http://www.5minuteenglish.com/mar3.htm*
* *http://eslreadinglessons.com/ice\_cream.htm*
* *http://www.babilon-nyelvstudio.hu/Files/File/Euro/euro%20b2%20practice%20task%204.1%20grammar&vocabulary.pdf*

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| **Lead-In**  |
| Materials: **n/a** |
| Time5 min | Set UpWhole Class | **Procedure:****Two Guiding Questions:***Hello, class**What are your favorite sweets?**Do you take them to summer vacations?**Where do you go for a summer holiday?**Can you buy them at the beach?**Do you like cold stuff?**Nice, you guys have figured that the word is ‘Ice Cream’.*   |

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| **Pre-Activity**  |
| Materials: **Sweet Idioms Matching Strips, Sweet Idioms Sheet, Board, Board Marker** |
| Time5 min10 min | Set UpWhole ClassWhole ClassWhole ClassPairs | **Procedure:****I. What will you bring on vacation?**Instruction*Tell the class I take a vacation to the beach. I take an important object with me and if the students can tell me the objects they wish to bring and related to mine, they can join the vacation. Start the activity in the middle of the classroom, students standing up in a row.*ICQNo chatterWhat do you wish to take?What did I say for my item?DemonstrationI am taking sweets with me for my vacation to a beach.What do you wish to take? You can join my vacation if you take the item I like. Take a guess.Elicit the word ‘Ice Cream ‘from students. Tell them the word is for the reading lesson before the next activity.CCQWhat is Suzy’s item? (Suzy said she wish to take ice cream)Did she say Ice Cream?What was mime?*Get students to sit, if they tell me food names.***II. Sweet Idioms**Instruction*You have heard all the food names flying around in the classroom. Match the first part of sentence to the second part. You have idioms for the second parts. Work in pairs for the task. Do the Jigsaw. Split the task, do the half of the matching. Do the matching strips.*(Distribute the matching strips to groups)DemonstrationLook at number (question) 1… “Yes, It was easy as pie.” So put the strip next to sentence number 1.ICQ*Are you working with Dana?(partner name)**How much time do you have?* *Have you done it?*Monitor discreetly. Say it is teamwork if a student asks a question. Give time warning: 30 seconds left. Be flexible with time; give 1 more minute if they need it.Check answers: let students write the correct idioms (not the letters) on the board (question number 1 is already written up on the board by teacher)- Go through the idioms one by one - Elicit the meaning from students - Explain the meaning if necessary CCQI did my homework in ten minutes. It was what? |
| **Main Activity**  |
| Materials: **Ice Cream Reading Text, Ice Cream worksheet, Board, Board Markers** |
| Time5 min5 min10 min10 min | Set UpPairsPairsWhole ClassJigsawPairsIndividually | **Procedure:****1. Scanning for Details** Instructions*Scan the text. Find all the numbers in the reading passage and write them on the paper. You have 30 seconds. Work in your groups of two.* ICQ*Are you working in a group?**What should you do?**Have you finished?*(Distribute the reading passage to each group) Monitor discreetly. Give time warning: 10 seconds left. Do not be flexible with time; shout out ‘flip over your pages’ when the time is done.Discuss your answers with your pair. See what your partner has written on his/her paper.*(Monitor discreetly)**(T checks the S’s answer by putting them up on the board and tells the answers)***2. Skimming for the Main Idea**Instructions*This time, you will do the jigsaw. You will skim read the passage but choose the page you wish to do a summary on. Your partner will do the second page. You will come up to the front and present your summary of the page.You have 1minute. Begin.*ICQ*What are you supposed to do?**Who Is your group?**Have you written down your summary?*(Monitor discreetly)(Give time warning)*Discuss your answers with your partner. Add his/her summary to yours to make one summary of the whole reading text. One person from the group comes up to the front to present.* CCQ**3. Worksheet**InstructionsRead the Reading Text and do the worksheet. You have 10 minutes. Do not work with your pairs. This is an individual work.ICQ*What are you supposed to do?**Are you working alone?*Do not chatterHave you finished?(Distribute Reading passage to students who do not have them)(Monitor discreetly)(Give time warning)Now let’s check answers together.Jiwon, what do you have for Q1?Does everyone agree with the answer?Peter what is your answer?(Same for Q2 to Q15)(If students have wrong answers, correct them)T gives a brief summary about the reading text ‘Ice Cream’ to the class.  |

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| **Post-Activity**  |
| Materials: **8 blank pieces of paper A4 size, color pencils, drawing pencils** |
| Time3 min2 min | Set UpIndividuallyWhole Class | **Procedure:****I. Free Production**Instructions*Draw your favorite Ice Cream. You may use the color pencils. You will work on your own. You will not chatter to your neighborhoods. You have 10 minutes. I will give a candy to the best ice Cream.* ICQ *Are you working on your own?* *How much time is left to draw?* Did you finish yours?Monitor discreetly. Give time warning: 5 minutes left boys and girls. Do not be flexible with time.Students come up to the front and present their drawings of the favorite ice creams.*(Monitor actively)**(No error correction needed)***II. Conclude lesson**Elicit today’s idioms from the ‘Sweets Idioms Matching Strips’ for SsGive homework*Write one sentence for each idiom you learned today.* *Good job today. See you guys tomorrow!* |
| **SOS activity**  |
| Materials: **n/a** |
| Time5 min | Set UpWhole Class | **Procedure:****I. Warmers**Before: Students stand or sit in a line. A student in the very left say one flavor for their favorite ice cream. The student next to him/her, second student in the line, shout out what the first student said and say his/hers. His or Hers flavor must be different from former peoples’. The third student will remember 2 flavors for the first and second students’ and say his/hers. Eventually, the last student says 8 flavors.Prepare: No material Set up: Space in the middle of the classroom for 8 students to stand in a lineRun: Students shout out the flavors for the ice creams. Close: Stop if boring, end class early.Post task: Students recall what other students said. Name a student to remember what Student order 7’s flavor is. |

**Matching Strips**

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| That test wasn't difficult at all. | It was as easy as pie |
| The soldier didn't cry when his friend died. | He's a tough cookie |
| My uncle Joe is so funny when he visits. | He's really nutty |
| I have *so* much work to do today,  | I think I’m going bananas |
| That sweet little girl Teresa | is full of sugar and spice |
| That old lady really thinks a mouse is her son. | She's a fruitcake |
| He accepted my lie easily. | Lying to the teacher was like giving candy to a baby. |

**Sweet Idioms**

**As easy as pie**- very easy. It was as easy as pie.

**Like giving candy to a baby**- very easy, especially when you do something wrong. It was like giving candy to a baby. (the baby will accept it.)

**A fruitcake**- really strange crazy, a kind of serious word. She's a fruitcake.

**Going bananas**- becoming crazy, especially with too much to do. I'm going bananas.

**Nut/ Nutty**- funny kind of crazy, usually makes you laugh. He's a nut. or He's nutty.

**A tough cookie**- a tough or strong person, or doesn't show his emotions easily. That man is a tough cookie.

**Sugar and spice**- very sweet, nice, or kind, the idiom is used for girls. Her daughter is sugar and spice.

Ice Cream

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| http://eslreadinglessons.com/images/ice_cream.jpg |
| ICE CREAM  |

A Ice cream is one of the most popular desserts in the world. Over four billion gallons (15.1 billion liters) are consumed each year, worldwide. Although many people enjoy this frozen dessert, not too many people know its history.

B Eating frozen sweets started about two thousand years ago. In ancient Italy, Persia and China, ice (or sometimes snow) was mixed with fruit or fruit juice. In ancient Rome, the Emperor Nero had snow brought down from the mountains and mixed with fruit.

C Arabs were the first people to add milk to frozen desserts. Instead of fruit juice, they added sugar as a sweetener. But sugar wasn’t the only thing added. They also added dried fruits and nuts. As early as 1,000 years ago ice cream could be found in Baghdad, Damascus and Cairo.

D Much later, in the sixteenth century, the rulers of ancient India used horsemen to bring ice down from the mountains to make sorbets. Also during this time a famous Italian duchess, Catherine de Medici brought ice cream to France. A hundred years later, in the seventeenth century, ice cream could be found in England.

E After this time, ice cream and ice cream recipes were mentioned in books. One of the earliest ice cream recipes appeared in a cookbook from 1718. The Oxford English Dictionary claims that the first mention of the phrase “ice cream” was in a magazine that was published in the year 1744.

F About one hundred years later, in the 1870’s, a German engineer invented something that would later help make ice cream available worldwide. This invention was the freezer. Later still, in 1926, an improved method of freezing was invented. This is when ice cream started to spread all over the world because it could be more easily made and transported.

G These days there are many companies that sell ice cream and the number of different flavors available is well over 1,000. Frozen desserts have been around for a long time and will most likely be enjoyed well into the future.

Questions

1. What is the topic of the reading?

 1. The History of Ice Cream.

 2. Why Ice Cream in Popular.

3. How to Make Ice Cream.

2. What is the main idea of paragraph C?

 1. Ice cream was popular in many old Arab cities.

 2. Arab traders brought ice cream to Europe.

3. Arabs added different things to frozen desserts.

3. What is the main idea of paragraph F?

 1. Something that helped make ice cream more widespread.

 2. How technology helped make ice cream taste better.

3. How Germans invented ice cream.

4. How much ice cream (in gallons) is eaten each year?

 1. More than 4,000,000.

 2. More than 40,000,000.

3. More than 4,000,000,000.

5. What did Nero and the rulers of ancient India have in common?

 1. Neither could afford ice cream.

 2. Both ate frozen desserts.

3. Both ate true ice cream.

6. Ice cream recipes first appeared in books before the seventeenth century.

 1. True

 2. Not Given

3. False

7. The Oxford English Dictionary published the first ice cream recipe in 1744.

 1. Not Given

 2. False

 3. True

8. Ice cream companies make a lot of money each year.

 1. False

 2. True

3. Not Given

9. One early use of ice cream was as medicine.

 1. False

 2. True

3. Not Given

10. The word They refers to:

 1. Desserts

 2. Arabs

3. Fruits and nuts

11. The words this time refer to:

 1. Sixteenth century

 2. Seventeenth century

3. a hundred years later

12. The word it refers to:

 1. The world

 2. The freezer

3. Ice cream

13. Which underlined word means to eat or drink something?

14. Which underlined word means a way of doing something?

15 Which underlined word means moved from one place to another?

Blank piece of A4 for Free production activity (Draw your favorite Ice Cream)