**Reading Lesson Plan**

**LOVE IN LYRICS**

Length:

30 minutes

Students:

6

Level:

 Intermediate

Instructor:

Groria Kim

**Materials:**

- 4~5 pictures about love for eliciting

- Metaphor and phonological rhyme worksheet (6 copies)

- 3 pictures of the singers & 3 lyrics text for reading

- The 3 video clips of singers

- Game board & dice

- Pencil & note

- Board and board marker

**Aims:**

* Main aim: Ss will improve their reading skill by skimming a main idea on the text and solving some problems with fun on the worksheet.
* Secondary aim: Ss will learn extra knowledge that touch on the metaphor and phonological rhyme for working their worksheet.
* Personal aim: I want students to enjoy my lesson, let them have fun today`s topic comfortably and reduce my commentary to a minimum.

**Language Skills:**

* Reading: Ss will read main text of the worksheet and pre-activity worksheet.
* Listening: Ss will listen to 3 music files about love and teacher`s talking.
* Speaking: Ss will predict and compare answers within groups.
* Writing: Ss will take notes some sentences for 4 line poet as post-activity

**Language Systems:**

* Phonology: Phonological rhymes
* Lexis: Vocabularies in 3 lyrics (on the worksheet).
* Function: The knowledge of the metaphor and rhyming words.
* Grammar: None to discuss.
* Discourse: None to discuss.

**Assumptions:**

Students already know:

* How the class is set up and run (there will be 6 students in the classroom).
* The teacher’s style of teaching and the pace of the course.
* Most students can understand expression about the emotion of the love.

**Anticipated Errors and Solutions:**

* Students may not be able to follow the whole class easily.

🡪Help them study to such an extent as to solve the problems of the worksheet easily and play a game actively.

* Students may not be able to pick up the answers on the worksheet.

🡪Give them clues or hints indirectly if they ask.

* Students may need more time to work on their worksheets and playing a game.

🡪Give the timing. If it takes longer than 5 minutes, cut the activity short by verbally controlling the game rules as a teacher.

* If time is short,

🡪 Cut preparing of the pre and post-activity short.

* If students finish their tasks earlier than anticipated,

🡪 Ask as many students as possible about love experiences and share their favorite lyrics.

**References:**

**Visual aids (**[**http://www.google.com**](http://www.google.com)**)**

**3 Lyrics from 3 singers (**[**http://naver.music.com**](http://naver.music.com)**)**

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| **Lead-In**  |
| Materials: **None** |
| Time1min. | Set UpWhole Class | **Procedure:**Hello. How are you? Here’s a question for you all. Do you have a boyfriend? How was he?Will you marry him/her? With whom?Why will you marry him? (T lead them say love) |

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| **Pre-Activity**  |
| Materials: **Worksheets(6copies)** |
| Time2 min5min2min | Set UpWhole ClassPairsWhole Class | **Procedure:****1.Brainstorming** Elicit(Draw a heart. Show some pictures.)What can you in the picture? What can guess?When can you get these things? ModelWrite `LOVE` on the board. (IN lyric)- 가사를 써도 좋다.CCQIs love reason or sensibility?If we are in love, how is your feeling?Image that yesterday, you and your boy/girl friend broke down. What can you do? **2. Worksheet**Instruction Work in pairs. Solve the problems about metaphor and phonological rhyme. Find the hidden meaning of the metaphor. Circle the phonological rhyme. I will give 4min.(Add the explanation of metaphor and phonological rhyme.)Demonstration Look at the number 1 *(Distribute the worksheet)*ICQ Who are you working with?How much time do you have? Monitor discreetly. Answer students if they ask questions.Give time warning: 5 minutes; 1 minute; 30 seconds left.Be flexible with time. Give 1 more minute if they need it.“Time’s up.”Check answers: Let students check the answer with teacher.- Go through the problem one by one.- Elicit the meaning from students.- Explain the meaning if necessary.- Do error correction. |

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| **Main Activity**  |
| Materials:  |
| Time4min2min | Set UpWork pairsWhole Class | **Procedure:**1. **Reading for skimming**

InstructionsWork pairs. Let them enjoy reading for skimming.-Show Ss singers` pictures. -Let them read 1st, 2nd, 3rd paragraphs. -Match up the singers and pictures. -Choose the title of these songs and - Find main ideas about 3 love stories. I will give 4 min. ICQ*What are you supposed to do?**Are you working alone?* Question-Who sing this song? -What are the titles of 3 songs?-What is main idea of each song?**2. Reading for scanning.**InstructionDivide 3 teams. Sing a song with video clip one song by one team for deciding order. We will play a board game for 10min. ICQ*What are you supposed to do?**Are you working alone?*  |
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| ***Post-Activity***  |
| *Materials:* ***None*** |
| Time3 min2min | Set UpIndividuallyWhole Class | **Procedure:**1. **Free production**

InstructionsWork individually. Make the stories using L.O.V.E. as initials. I will give an example. You have 5 min.ICQ Are you working in pairs? For how long? Monitor actively and participate within each student.Give time warning: 3 minutes;1 minute left.“Time’s up.”Take 2-3 volunteers if running out of time.1. **Conclude lesson**

Elicit today’s topic for Ss and do any error correction.Good job today.Thank you for your participation and see you tomorrow! |

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| **SOS Activity**  |
| Materials:  |
| Time3 min | Set Up | **Procedure:**1. **Make a script**

InstructionsWork individually. Read this lyric Find the metaphor and phonological words. And circle them. You need to hand in. Next time we will check up together ICQ *Are you working in pairs?* *For how long?* Monitor discreetly. Answer students if they ask questions. Give time warning: 2 minutes; 1 minute left.Be flexible with time. Give 1 more minute if they need it.“Time’s up.” |

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