**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** | | |
| Time  1min. | Set Up  Whole 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)** | | |
| Time  2 min  5min  2min | Set Up  Whole Class  Pairs  Whole 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?  Model  Write `LOVE` on the board. (IN lyric)- 가사를 써도 좋다.  CCQ  Is 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: | | |
| Time  4min  2min | Set Up  Work pairs  Whole Class | **Procedure:**   1. **Reading for skimming**   Instructions  Work 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.**  Instruction  Divide 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?* |
| |  |  |  | | --- | --- | --- | | ***Post-Activity*** | | | | *Materials:* ***None*** | | | | Time  3 min  2min | Set Up  Individually  Whole Class | **Procedure:**   1. **Free production**   Instructions  Work 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! |  |  |  |  | | --- | --- | --- | | **SOS Activity** | | | | Materials: | | | | Time  3 min | Set Up | **Procedure:**   1. **Make a script**   Instructions  Work 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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