|  |  |  |  |
| --- | --- | --- | --- |
| Reading Lesson Plan 96WD Hoyeon LEE (Irene) | | | |
| Title: the Real Easter Eggs | | | |
| Teacher | Student Level & Age | No of Students | Length |
| Irene | Intermediate & 12-15 year-old | 19 | 50 mins |
| Materials: -25 copies of the reading text “the real Easter eggs”  -25 copies of comprehension question worksheets  -1 Easter eggs photograph | | | |
| Aims: -The main idea is to foster reading skills using a text and a worksheet based on the text  -At the end of this lesson, students will  1) have learned about culture and activities of Easter by reading parts of the book titled “The Berenstain Bears and the REAL EASTER EGGS”.  2) have practiced how to read intensively by drawing a picture, and working on worksheets of comprehension questions.  3) have been trained to predict the next situation by making a story to be continued from the end of the text.  4) have learned how to use inversion, and in what case we use it by reading the text.  5) have practiced inversion by making a sentence. | | | |
| Language Skills: Listening: listening to teacher’s instructions  Speaking: discussion about Easter activities, description of the parts where they read.  Reading: reading a text and worksheets  Writing: answering worksheets, writing a continuous story | | | |
| Language Systems: Phonology: check out the sounds /l/ and /r/ , by comparing with /last/ and /rest/ of the words in the text  Lexis: new vocabularies in the text, like icicle, robin, crocus, trim,  Grammar: inversion  Discourse: discussion with partners how they can draw a picture of the part that they read  Functions: enquiring each other in the group whether they fully understand the passage that they read | | | |
| Assumptions: | | | |
| Anticipated Errors and Solutions: | | | |
| References: The Berenstain Bears and the REAL EASTER EGGS by Stan & Jan Berenstain, published in the U.S. by Random House, Inc., New York | | | |
| Notes: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Pre Task | | | |
| Title: Drawing Easter eggs | | Aims:To learn about Easter culture | Materials: Easter eggs photograph |
| Time | Set Up | Students | Teacher |
| 10 mins | individually | 1. Draw and color Easter eggs | 1.Greetings   1. Elicit Easter 2. Show a photograph of Easter eggs 3. Give an instruction-draw and color Easter egg 4. Give a CCQ-what are you supposed to do now? |
| Notes: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Task Preparation | | | |
| Title: Reading passages | | Aims:To encourage all the students to participate in reading the text | Materials: Hand-out of passages |
| Time | Set Up | Students | Teacher |
| 10  mins | 4 groups | 1. When a students read a passage, keep following in mind 2. Read loudly the last part all together | 1. Give students hand-outs.   2.Choose one person per group to read a passage loudly   1. When all 4 groups take turn, let the whole class read the rest of the passages, all together loudly. |
| Notes: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Task Realization | | | |
| Title: Comprehension check up | | Aims:To fully understand what students read | Materials: Big paper and color pencils |
| Time | Set Up | Students | Teacher |
| 20  mins | 4 groups  The whole class  4 groups | 1. Read carefully the part that they got 2. Discuss about what and how to draw 3. Draw a picture and attach it on the board 4. Tell teacher the orders of pictures on the board 5. Read the questions and find answers with group members | 1.Give each group a passage  2.Give instructions   1. Draw a picture that represent the passage that they read, per group 2. Attach the picture as soon as they finish  * CCQ: What should we draw?   Which one is better? –roughly drawing? Or drawing with details?  3.Arrange the pictures by order  4.Give students hand-outs and an instruction   1. Answer the questions per group  * Check out-Is there anybody who has a difficulty with understanding the questions?   5.Check the answers with the whole class |
| Notes: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Post Task | | | |
| Title: Making inversion sentences | | Aims:To get used to using inversion | Materials: Pen and paper |
| Time | Set Up | Students | Teacher |
| 10  mins | 4 groups | 1. Make an inversion sentence with group members | 1.Elicit inversion   1. Teach the form of inversion  * CCQ-What is inversion? * Why and when do we use inversion? * How can we make an inversion sentence?  1. Give an instruction  * Make an inversion sentence per group  1. Check the sentences that each group made 2. Closing |
| Notes: If you don’t have time to practice this activity or if you find that they need more practice, give them homework to make 3-5 inversion sentences. | | | |

# Text of reading

As the winter winds died down and the sun began to ride higher in the sky, signs of spring began to appear. The big icicles of winter dropped from roofs and stuck like swords in the last of the melting snow.

Robins began looking for places to build their nests. Blue and yellow crocuses peeped through the softening earth. It wasn’t very long before reminders of Easter began to appear in supermarkets and on television.

But it was the big billboard about Easter egg hunt in the town square that got Sister and Brother really excited about Easter. It said that the prizes were on display in the window of the Beartown General Store. And were they ever!

There were more jellybeans than you could ever count; sugar-trimmed, dark-chocolate, coconut-filled eggs with sugar roses and violets on them; life-sized, milk-chocolate bunnies; and one chocolate bunny as big as Brother Bear himself.

Happy Easter, indeed!

This was going to be the biggest, best, most delicious Easter ever.

**Comprehensive questions**

Literal

1. What shape did the icicles look like?
2. Why robins looked for places?

Interpretive

1. What could be crocus following the text?
2. What made Sister and Brother so excited about Easter?

Applied

1. What do you think they are going to do next?
2. What are you going to do if you are Sister or Brother bear?