Lesson Plan: Reading

|  |
| --- |
| Lesson Plan Title:***The Paper Bag Princess*** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructors:  | Level | Students | Length |
| Mira Kim | Intermediate | 10 (K3-4) | 20 min. |

|  |
| --- |
| **Aims:** (Primary Aim goes first, (\*) others are assumed to be secondary (+) \* Students will be able to summarize and tell a story that they read.+ Students will be able to figure out (guess) some words that they don’t know through the passage. |

|  |
| --- |
| **Language SKILLS:** (Primary Aim goes first, (\*) others are assumed to be secondary (+) \*Reading: reading a modern fairy tale ‘The Paper Bag Princess’+Writing: presenting summary of what they read+Listening: listening a whole story first to get a general idea |

|  |
| --- |
| **Language SYSTEMS:**Lexis: smashed, knocker, whole, burn up, breath out, fantastic, jump up, fly around the world, lay (lie) down, lift up, walk over, ash, bum |

|  |
| --- |
| **Materials:** Texts with picturesWord picturesLaptop (internet access included)ProjectorAudio SystemBoard |

|  |
| --- |
| **Assumptions:***\*\*Last Class: Speaking Class with the same topic (Fairy Tale)*Students have already been aware of:* how to tell a story (how to make a story)
* how to describe a situation (but in a spoken way)
* some words often used in fairy tales
* simple past verb tense
 |

|  |
| --- |
| **Anticipated Errors and Solutions:****Students may not understand the words**: smashed, knocker, whole, burn up, breath out, fantastic, jump up, fly around the world, lay (lie) down, lift up, walk over, ash, bum**----Teacher can let Ss figure out some words****----and Teacher can pre-teach few words in advance**: **ash** – what left after burned: **bum** - (using pictures\_bum guy + Ants & Grasshopper) *a person who is lazy and does not work* |

|  |
| --- |
| References used in this lesson plan:* Story Telling: <http://youtu.be/HO1_yC5oUdQ>
* Story Images: <http://mrkwon.weebly.com/uploads/1/3/2/1/13216665/the_paper_bag_princess1.pdf>
* Words ‘bum’: <http://www.yourdictionary.com/bum>
* Images of ‘bum’: <http://3.bp.blogspot.com/-sAfnx1ZY0SY/Tk2ObGsadbI/AAAAAAAAAGM/-z4ol7kW6L0/s1600/antgrasstitle.png>
* Images of ‘Ash’: <http://newsteadgarden.files.wordpress.com/2011/03/dsc_0321.jpg>

 <http://fivegallonideas.com/wp-content/uploads/2013/06/ash-bucket-with-ashes.jpg> |

|  |
| --- |
| **Lead – In** (Warm Up, reactivating prior lessons) |
| Special Materials: Pictures of story |
| **Time:** 1 min | **Grouping:** Whole Class | **Procedure:** T: Hello everyone! Welcome back! How are you all?S: (answers)T: Great! Do you all remember what we learned last class? What did we do with those pictures? (eliciting answers)S: Making a fairy tale!T: Yes, you made your OWN fairy tales. And aren’t you curious what the original story of these?S: (probably) Yes!T: So, today, we are going to read the original story! |

|  |
| --- |
| **Pre-Activity** : **Pre-teaching Vocabulary**  |
| Special Materials: Pictures of vocabs, Board |
| **Time:**  3-5 min | **Grouping:** Whole Class | **Procedure:** (including ICQ’S and CCQs if there are task-based projects. They are steps in the procedure. CCQ’s to be included\_1. **Ash**

: something left after burningCCQ* *Is ash clean? (no)*
* *Is ash dirty? (yes)*
* *Is ash’s color grey? (yes)*
1. **Bum**

: a person who is lazy and does not work(using a picture of Ants and Grasshopper)CCQ* *Does bum person work hard? (no)*
* *(showing a bum guy picture) Does he look bum? (yes)*

**Scripts**T: Before reading, let’s find out what these words mean. (showing words through a projector) Does anyone know what meaning of ‘**ash**’ is?S: (Probably no, if yes, let he/she explain it)T: (If yes) Excellent job! (**Showing images / CCQ**) (If no) Have you ever seen something burned? And, did you notice that there is something left after burning? Something grey power? That is called ‘Ash.’ (**Showing images / CCQ**) OK, then, what about ‘bum’? Is there anybody who knows what ‘**bum**’ means?S: (Probably no, if yes, let he/she explain it)T: (If yes) Excellent job! (**Showing images / CCQ**) (If no, showing a picture of ‘Ants & Grasshopper’) Do you know the story of **‘Ants & Grasshopper’**? Very diligent ants who work very hard, but grasshopper is very lazy, don’t work at all, always lie down and play the violin all day long. You all know the story of ‘Ants & Grasshopper’? In that story, Ants are very diligent. But, Grasshopper is lazy, and bum.  So, bum means lazy and don’t want to work.  Is it clear? (CCQ) |

|  |
| --- |
| **Main Activity** : **Reading & Telling a whole Story**  |
| Special Materials: 10 copies of Text (all different) |
| **Time:** 5-10 min | **Grouping:** Groups(4 groups)& Individuals | **Procedure:** **Reading & Presenting**Instruction1. Make 4 groups (2, 3, 2, 3)
2. Distribute different texts with pictures to each group
3. Read Individually
4. Summarize their passages as a group
5. Pick one person in each group for presenting
6. Each group will present their summaries (on a board)

**ICQ*** Do all members in a group read their passage together? (no)
* Then, after reading, are all group members working together for summary? (yes)
* Are you going to pick someone to present from each group? (yes)

**Scripts**T: OK, let’s start reading! We are going to read individually, but after reading, there will be group activities. First, let me make **4 groups**: A-2, B-3, C-2, D-3 And, I’m handing out readings. Here you are. (**Handing out** the passages to ALL) Each group members received the same story. But, **you ALL** are going to **read** what you received. (by yourself, not as a group) Once you are done, go back to your **group**, and make a **summary** of what you read.  Do you know what summary is?  Let me show it. Let’s say I’m making a summary of ‘Ants and Grasshopper’: *There were a diligent ants and a bum grasshopper. Ants worked very hard so they could live even during the winter, however, grasshopper didn’t work at all so he/she starved during the winter.*  Like this. Just make a simple one or two sentences. Shorten the passage.  Then, after summarizing, each group will pick someone to present their summary. Oh, don’t worry. You don’t have to speak up, (cuz you did already last class), but you could just write down on the board. Is everything clear? (ICQ) OK, then let’s begin! |

|  |
| --- |
| **Post-Activity : Checking the Whole Story & Listening a whole Story*** Collecting each summary and Making **a big summary** of the story.
* Asking **some words** that Ss couldn’t figure out.
* List them in the board.
* Give some clues or sometimes just direct meaning of the words to Ss.
* Sharing Ss’ thoughts about this whole story (make sure Ss well understood the whole story – using **CCQ**)
* **Listening** the whole story using a video clip

**:** <http://youtu.be/HO1_yC5oUdQ>**CCQ*** Did the dragon take the princess, Elizabeth? (no)
* Then, whom did the dragon take? (the prince, Ronald)
* After the dragon burned up the castle and all the princess’ dresses, what did the princess wear?
* Do you think the dragon is smart?
* Was the dragon dead?
* Who rescued the Prince Ronald? (the princess, Elizabeth)
* Did the Princess and Prince get married?
* In the story, the Princess called the Prince is bum. Which words can describe the Princess the most?
* A) Lazy B) Brave C) Scary D) Sad
* Do you think the Princess made a good choice? And why?
* If you were the Princess or the Prince, what would you do?

**Script**T: Then, everybody is done? OK, then please one person from each group come up and write down their summaries on the board. (To each group) Could you please read aloud your summary? Fantastic! Great Job!!  So, now, can you see the whole story of this fairy tale? Can you now understand what this whole story is about?S: (Yes)T: (if S said NO) which part didn’t you understand? (found out which part they didn’t understand and guide them) (if yes and have enough time left) Was there any word that you couldn’t figure out while you’re reading?S: (some words saying)T: (if yes, listing the words on the board and giving a clue or meaning of them) OK, finally, let’s make sure what we’ve learned today. (CCQ) (if time left) why don’t we listen a whole story? (if time is run out) I have a very small homework for you. What about making a title of this story by yourselves? Let’s share your titles next time! Thank you all! |
| Special Materials: Board, Laptop (Internet), Projector, Audio Equipment |