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| TITLE | Hickely, Pickely, My Black Hen (Poem&Onset-Rime Segmentation) | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Shiny (Yoon-jin Park) | | | |  | 7 | 20 | 50 |
| MATERIALS | | | | | | | |
| A big poster of poem "Hickely, Pickely, My Black Hen"20 copies of the poem20 copies of the onset-rime segmentation worksheetsPicture cards for practice in segmenting onset and rime.Pinboard, marker , mp3, speaker | | | | | | | |
| AIMS 1. | | Students will learn to segment words into onset and rime. | | | | | |
| **2.** | | Students will learn to enjoy the poem with rhyming sounds | | | | | |
| 3. | | Students will indicate awareness of segmentation and blending sounds by reponding with a physical movement and enjoy these sounds through the poem. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | The teacher's reading the poem, onset and rime words | | | | |
| Speaking | | | Answer about questions on the class | | | | |
| Reading | | | Reading the poem poster, worksheet, picture cards | | | | |
| Writing | | | Complete the worksheets | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Vocabulary such as gentlemen, hen, house, horse,pen,ten, hickely, pickely, men, day | | | | |
| Lexis | | | See Phonology | | | | |
| Grammar | | | Present, Singular and plural | | | | |
| Discourse | | | About the character in the poem and onset and rime words | | | | |
| Functions | | | Classifying, Identifying | | | | |
| ASSUMPTIONS | | | | | | | |
| Students already read the book named "Henny Penny" which is related with this poem. Which means,students knew that the hen is the main character in the poem and the storybook.Students already learned what is "onset and rime." Students has practiced finding onset and rime in words. Students learned the sounds of single vowels and consanants Students know farm animals.  **Students know the teacher's style of teaching.** | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Using the singilar and the plural : gentlemen and gentleman -Suggest the picture cards and word cards of gentleman and gentlemen and lead students to figure out and answer differences between the two. | | | | | | | |
| REFERENCES | | | | | | | |
| http://www.readingrockets.org/strategies/onset\_rimehttp://www.actionfactor.com/pages/lesson-plans/v0.04-sounding-out-words.htmlNOBUYOUNG TEACHER'S GUIDE 1http://lessonplanspage.com/laonsetrimehoponpop1-htm/https://www.google.co.kr/ | | | | | | | |
| NOTES | | | | | | | |
| Retelling the story "Henny Penny" with various motions to help students reminding what was going on in the story. If students need more time to finish their activity (cut-off plan)  - suggest students to make new physical movements when students hear the rhyming sounds and encourage students to come out and speak out what they creat in front of students. If students finish their activity early (SOS plan)- Play the speed game related with farm animals | | | | | | | |

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| PRETASK TITLE | | | Daily Message | | |
| AIMS | | | | MATERIALS | |
| GreetingTo listen carefully and lead to elicit to speak out students ideas about what teacher says | | | | Calender, material for weather, mp3, speaker | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 1mins |  | Students sing and dance all of them standing up. | | | Greeting & Weather  - Hello song |
| 1mins |  | Students answer about teacher's question seeing a calender on a wall.  -sunny rainy cloudy cold …  -winter, spring… | | | Tell students about daily routine  - What day is it?  -What's the weather like today?  -What season is it?  and so on |
| 2mins |  | After answer, students ask the teacher about the reason the teacher feels.  -T: I'm not good..  Ss: Why aren't you good?  T: Because it is a rainy day today, so I can't go out to play and I'm hugry because I skipped my breakfast…… | | | <Daily message>  -How are you today?  after listening students answer, tell teacher's story to them. |
| 1mins |  | Sing all together dancing | | | Turn on the weather song |
| NOTES | | | | | |
| In terms of Daily message, teacher should tell students about teacher's life with proper gesture and humor.-Students tend to be interested in their teacher's life, so when students listen to teacher's story, they can concentrate on listening teacher's story and make a connection between teacher's story and their life. Plus, students think the teacher as their friend. | | | | | |

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| TASK PREPARATION TITLE | | | Onset-Rime Segentation | | |
| AIMS | | | | MATERIALS | |
| Students will be able to distinguish between onset and rime. | | | | Picture Cards which are able to cut into 1/3 : hen, horse, house, ten, pen, gentlemenPinboard | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 1mins |  | ICQ  Answer what the picture is  -hen, horse, house, ten, pen, gentlemen | | | <Introduction to separate the word into onset and rime>  Ask students what this word is. |
| 3mins |  | Say the words with a teacher  Ex.  -/h/  -/en/  -/h/,/orse/ | | | Say the word stressing onset(beginning) and rime(endding) and ask about it.  -What's the onset?  -What's the rime?  -What's the onset and the rime of "horse"? |
| 5mins |  | Apply for all the cards | | | Show the picture card cutting by onset and rime and encourage students to say it |
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| NOTES | | | | | |
| Teacher should manage this time to figure out students' knowledge as a review and planning for the speed when teacher reads the poem for next activity.. | | | | | |

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| TASK REALISATION TITLE | | | Meet the Poem | | |
| AIMS | | | | MATERIALS | |
| Introduction of the poem "Hickely, Pickely, My Black Hen" | | | | Picture cards : gentlemen, hen, tenPinboard, Pointer | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins |  | Answer for guiding questions  - chicken, on farm, market, store, hen…..(plus students experiences related with the question)  -teacher, Mr. ,man, men, gentlemen, daddy, uncle….(plus students experiences related with the question)  -10 in Korean, ten ….  Say the word seeing the picture cards  - hen, egg, eggs, ten, gemtlemen, gentleman  -My black hen is sitting in a nest.  -I see a black hen …. | | | <Guiding Question for 3 key words:gentlemen, hen, ten>  - Do you know where we can get eggs from?  - When you see some men who has very good manners, what can you call them?  - What comes next nine?  (Elicit various ideas what students have.)  After listening to students correct answer, suggest picture cards applicable to the word  Ask questions related with the picture cards |
| 4mins |  | listen to the poem with their own imagination  listen to the poem seeing picture cards  - Some students can say rhyming words.  :hen-men, jay-day, hickely-dickely | | | <Meet The Poem>  Read the poem slowely without showing picture cards.  Read the poem once more pointing the cards and stressing rhyming words.(but not too much) |
| 15mins |  | CCQ  Answer for the each question by students' own ideas  Ex. Literal  -Gentlemen see my black hen.  - ten eggs  Interprective  - 18~20 eggs  - My black hen will sit on a nest.  Applied  - Hen's neck moving  - Hen's footstep sounds  - Ninza, Kima, Poli, and so on. | | | <Comprehension Question>  Literal  -What are gentlemen doing?  -How many eggs are there?  Interprective  -If gentlemen come to see the black hen in 2days, how many eggs can they see?  -If the hen stands up, what will the hen do to lay eggs?  Applied question  -Do you have any ideas what "hickely and dickely" stand for?  -What do you want to name your hen, if you have your hen? |
| 5mins |  | Answer for the Questions  -Yes, I can hear it.  -hen/gentlemen->/en/, day/jay->/ay/, hickely/dickely->ickely  -listen the poem clapping their hands when students listen to the rhyming words  (clap, stomp, jump, hop, twist, etc.) | | | <Questions for rhyming words>  -Can you hear the rhyming words?  -What's the same ending sounds?  -When you hear the rhyming words, clap(in various ways) your hands.(read the poem once more) |
| NOTES | | | | | |
| We have no sound track for this track, therefore when teaher reads this poem, teacher has to read considering about students' interests and understanding.When teacher reads this poem,teacher should use your various voice tune by the character for getting attention.Teacher has to consider about the running time. If this activiy finish early, teacher can use SOS activity related with moving body when students hear the rhyming word. | | | | | |

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| POST TASK TITLE | | | Complete the worksheets | | |
| AIMS | | | | MATERIALS | |
| Students will be able to check rhyming words in their indivisual worksheets | | | | A big poster of poem "Hickely, Pickely, My Black Hen"20 copies of the poem20 copies of the onset-rime segmentation worksheets | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3mins |  | Find that rhyming words and check on students' copies of the poem. | | | <Check rhyming words>  -Teacher checks the rhyming words in the big poster reading the poem. |
| 3mins |  | Say the onset and the rime of the picture.  Circle the pictures that have the same onset or rime as in "hen" | | | <Find the onset and the rime>  -Complete the worksheet. |
| 1mins |  | Sing a good bye song with dancing | | | <Wrap-up> |
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| NOTES | | | | | |
| When students do their worksheets, teacher should encourage students to speak out the onset and the rime.For the last moments of the class, teacher can suggest to read the poem all together seeing the big poster for wrap-up. | | | | | |

Worksheets, handouts and lesson materials