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| Reading Lesson Plan |
| TESOL 111 |
| SONG MI RA |

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| **Reading Lesson Plan** | | | | |
| **TITLE** | Kim hong-do, the famous Korean painter of Joseon Dynasty | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| SONG MI RA | Intermediate | 6 | Adult | 50 min |

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| **MATERIALS** |
| * White board and board markers * Paper strips of clues for today’s subject * Paper for Ss writing an answer (6pieces) * The painting of SSireum * Vocabulary hand-outs (6copies) * Before-reading worksheet * Reading material hand outs (6copies) |

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| **AIMS** |
| * Students will learn some phrases related to the subject by reading some clues. * Students will learn new vocabulary through making their own definitions and finding dictionary definitions. * Students will be able to practice reading by speaking out a passage loudly in a pair. * Students will be able to find the answers for the questions about the passage and write them in a full sentence on the white board. * Students will be able to answer the questions about the painting, Ssireum using the words and phrases that they have learned through the passage. |

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| **LANGUAGE SKILLS** | |
| Speaking  Listening  Reading Writing | Answering the questions from T  Listening to others’ reading and speaking  Reading the passage of the reading material  Fill the blanks in the vocabulary worksheets and write answers by making full sentences |

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| **LANGUAGE SYSTEMS** | |
| Lexis  Discourse | New vocabulary of the passage  Read the passage with a partner and answer the questions |

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| **ASSUMPTIONS** |
| 1. Students know who Kim hong-do is . 2. Students have ever seen some paintings of Kim hong-do. |

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| **ANTICIPATED ERRORS AND SOLLUTIONS** |
| 1. All students may not figure out the main subject even though Teacher gives them some clues.    * Students will be given the painting of Ssireum as the last clue in order to guess who is going to be a main figure of the passage. 2. Some students may not be familiar with the vocabulary when reading the passage.    * Students will learn the vocabulary with the worksheet before reading. 3. Some students may not understand what the passage is about.    * Students will be given some questions before reading in order to focus on some important points that they have to get after reading. |

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| **REFERENCES** |
| <http://www.artistsandart.org/2010/01/kim-hong-do-17451806-korean-painter.html> |

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| **Pre-task** | | | |
| **Materials**  white board, board markers, paper strips of clues, paper for Ss writing an answer | | | |
| **TIME** | **SET UP** | **PROCEDURE** | |
| 5min | Whole Class | Students | Teacher |
| -Greeting T and Ss  -Read the clues on the paper strips and try to find out who is going to be a today’s figure  -Write down the name on the paper when they get it.  -Show the answers to the others. | -Greeting Ss  -Put paper strips on the white board one by one.  -After giving the last clue and check the answers from Ss |

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| **Task Preparation** | | | |
| **Materials** vocabulary worksheets, white board, board markers, projector | | | |
| **TIME** | **SET UP** | **PROCEDURE** | |
| 15min | Pairs | Students | Teacher |
| <pre-vocabulary>  -Ss are made a pair through T’s instruction.  -Ss are given one vocabulary worksheet per pair.  -Ss guess the meaning of the 9 words and write their definitions of them.  -Ss write the dictionary definitions through searching the internet.  -Ss have 10 min to finish the worksheet.  -Ss are given warning time before 1 min.  -All pairs come up to the white board and write their definitions.  -After Ss finish doing their job, pay attention to T and check the right answer with T. | <pre-vocabulary>  -T makes Ss in pairs.  -T gives one vocabulary worksheet to each pair.  -T tells Ss how to do the worksheet.  -T tells Ss how much time they have.  -T gives Ss warning time before 1 min.  -T lets each pair write their answers on the white board.  -After Ss finish doing their jobs, T compares the answers from each pair and check the answers.  (While Ss are doing their jobs, T uses a projector to show the vocabulary worksheet to Ss.) |

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| **Task Realization** | | | |
| **Materials** white board, white board markers, the painting of Ssireum | | | |
| **TIME** | **SET UP** | **PROCEDURE** | |
| 28min | Pairs  Pairs  Whole  class | Students | Teacher |
| <Questions before reading>    - Ss are given 5 questions before reading the passage.  -Ss read the questions loudly following T’s instruction.  -Ss are made in a pair and read the passage with their partner.  - Ss have 5min to read.  -Ss are given warning time before 30 sec.  -If Ss need more time to read, they can have more time. | <Questions before reading >  -T gives 5 questions to help Ss comprehend the passage.  -T lets Ss read the questions loudly together.  -T makes Ss read the passage with their partner.  -T tells Ss how much time they have.  -T gives Ss warning time before 30 sec.  -T asks Ss whether they need more time or not. (If they need more time, T gives more time to them.) |
| <After all pairs finish reading the passage>  -Ss come to the front and write their answers on the white board.  - After writing, Ss’ answers are checked comparing to other Ss’  -If some answers are not correct, Ss revise their answer after T’s directing and eliciting.  <Showing the painting, Ssireum>  -Ss have some questions about the painting from T.  -Ss answer the questions using the words and phrases that they have learned from the passage. | <After all pairs finish reading the passage>  -T lets Ss come up to the white board and write their answers.  -After Ss writing, T check the answers with Ss.  -If some answers are not correct, T helps Ss to find out the correct one.  <Showing the painting, Ssireum>  -T shows Ss the painting.  -T gives questions that can elicit expressions that Ss have learned. |

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| **Post-task** | | | |
| **TIME** | **SET UP** | **PROCEDURE** | |
| 2min | Whole Class | Students | Teacher |
| <Feedback>  -Ss are asked if they enjoyed the activity or not. | <Feedback>  -T asks Ss whether they enjoy the Activity or not.  (Listen to Ss feedback on the activity.) |

< Reading Material>

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| **Kim Hong-do, also known as Danwon (1745–c. 1806) was one of the most famous painters of the Joseon Period. He entered royal service as the official painter of the Joseon court. Danwon is known as the first Korean painter to extensively portray Korean daily life.**  **His landscapes belong to the outstanding examples of Korean realist school, his portraits are admirable. But above all, he was the leading artist of the school of genre painting, emerged in the late Joseon period.**  **It is also known that in his youth, he was not only a talented artist, but also had a charismatic personality which was reflected in the satirical style and mood of his paintings. Kim Hong-do was a pleasant and sociable man, very popular among his contemporaries, and enjoyed the favor of the king.**  **At the age of 29 he painted a portrait of Crown Prince, and at 44 he traveled around the country, creating paintings and sending them to the king. At 60 he painted mostly landscapes.**  **At the end of the career he devoted himself to genre painting, depicting ordinary events of everyday life. His works faithfully document the society of his time more convincingly than any other records.**  **The extant paintings of Danwon have the status of national treasures and exhibited in major art museums of the world.** |

<Vocabulary Worksheet>

Name:

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| **Words** | **Your definition** | **Dictionary definition** |
| **Portray** |  |  |
| **Outstanding** |  |  |
| **Emerge** |  |  |
| **Reflect** |  |  |
| **Satirical** |  |  |
| **landscape** |  |  |
| **Devote A to B** |  |  |
| **Depict** |  |  |
| **Exhibit** |  |  |

<Teacher’s answer for vocabulary worksheet>

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| **Words** | Dictionary definitions |
| **Portray** | to make a likeness of by drawing, painting, carving |
| **Outstanding** | marked by superiority or distinction; excellent; distinguished: |
| **Emerge** | to come forth into view or notice |
| **Reflect** | to give back or show an image of |
| **Satirical** | of, pertaining to, containing, or characterized by [satire](http://dictionary.reference.com/browse/satire) |
| **Landscape** | an extensive area of land regarded as being visually distinct |
| **Devote A to B** | to give up or appropriate to or concentrate on a particular  pursuit, occupation, purpose, cause, etc.: |
| **Depict** | to represent by or as if by painting; portray |
| **Exhibit** | to offer or expose to view; present for inspection: |

<Before Reading>

Title: Kim hong-do, the famous Korean painter of Joseon Dynasty

1. What was his job and nickname?

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1. What were the objects of his painting? or What kinds of paintings did he draw? (at least more than two)

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1. What did he do at the age of 29?

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1. What is genre painting?

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1. What did he contribute to the art in Korea?

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<Answering the questions about the painting>



1.What can you see in the picture?

2.Is it portraying a royal life?

(Ss say ‘No’) Then what is it drawing?

3.What’s the type of this painting?

4.Where could you see this painting?