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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Hair** |

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| Instructor:Judy Pyun | Level:**Pre-Intermediate** | Students:**12** | Length:**30 Minutes** |

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| Materials:12 copies of the reading text “Hair”12 copies of the vocabulary matching and comprehensive question worksheetsRealia (Images of hair styles)Colored crayons Board and markers |

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| Aims:* To develop reading skill by answering a guiding question to find the main idea and answering multiple choice questions to understand the details.
* To make sure students understand what story is .
* To give students questions and pause to allow students time to think about the story
* To learn Hair story related vocabulary by doing a matching worksheet, listening to the teacher’s explanation, answering concept checking questions and seeing realia
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| Language Skills:Reading: Guiding questions, vocabulary work, a quiz about hairListening: The teacher’s explanation about new vocabulary and partners’ discussionSpeaking: Partners’ discussion to answer the guiding questionWriting: short essay about the students’ experience and describe hair change affect their lives. |

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| Language Systems:Phonology: Practicing new vocabularyLexis: new vocabulary Function: grammar checking with sentencesContext: checking concept |

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| Assumptions:* Students know the teacher’s style of teaching.
* Students don’t know how to skim and scan and students need to be directed what and when to skim and scan.
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| Anticipated Errors and Solutions:* Students may have different pace in reading the text
* If students need more time to finish their activity, teacher give students more time to finish their activity and cut off the time of post activity
* If students finish their activity early (SOS plan), teacher gives students an extra comprehension question work sheet.
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| References:[file:///C:/Users/LGPC/AppData/Local/Microsoft/Windows/INetCache/IE/ZN68X029/hair\_tips\_elementary.pdf](file:///C%3A/Users/LGPC/AppData/Local/Microsoft/Windows/INetCache/IE/ZN68X029/hair_tips_elementary.pdf)[file:///C:/Users/LGPC/AppData/Local/Microsoft/Windows/INetCache/IE/0J5EAPO5/hair\_tasks\_elementary.pdf](file:///C%3A/Users/LGPC/AppData/Local/Microsoft/Windows/INetCache/IE/0J5EAPO5/hair_tasks_elementary.pdf)[file:///C:/Users/LGPC/AppData/Local/Microsoft/Windows/INetCache/IE/0R1VBIB0/hair\_reading\_elementary.pdf](file:///C%3A/Users/LGPC/AppData/Local/Microsoft/Windows/INetCache/IE/0R1VBIB0/hair_reading_elementary.pdf) |

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| **Lead-In** |
| Materials: No material need |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mins | Whole class | Listen teacher’s explanation and are given information about what the kind of person people are. | Procedure:Hello everyone, How have you been so far?Do you have short, long or shoulder-length hair? Everyone has different hair styles.Well, think about a monk. You probably think a monk who has no hair.Imagine on soldiers. They have very short hair. For the example given, people’s appearances prove something about them and match with their occupations. |

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| **Pre-Activity** |
| Materials: vocabulary worksheet, realia |
| Time | Set Up | Student Activity | Teacher Talk |
| 15mins | Whole class | Follow teacher’s instruction and speak loud after teacher’s speaking | T: Before we read the text, let’s learn some new vocabularies**I. Vocabulary**(T tapes the word cards on the board and reads loud)T: repeat after me, “Bald” which means someone has no hair on the top of head.(T explains the definition of the each word)RealiaT: I will show you some of pictures what the word meaning is and what hair style matches with a person’s job. T: From now on, we are going to do a matching activity.InstructionMatching the word on the left to the meaning on the right. Draw a line to match. Work with your partner or individual. I will give you 5 minutes. CCQ:Do you know “Bald” meaning? |

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| **Main Activity** |
| Materials: board, makers, reading text, comprehensive question worksheet |
| Time | Set Up | Student Activity | Teacher Talk |
| 15mins | Whole classIndividually | **Skimming for the main idea or point.**Read a copy of the task sheet | (T writes the guiding question on the board)What do most soldiers look and what about their hair style?InstructionSkim the text. Think about this question when you read. You have 3 minutes. Work alone.CCQHave you seen soldiers? If you have seen them, how they look?(Describe the reading text)T:Now, discuss the question on the board with your partner.(Monitor discreetly)(T checks the students’ answer)II. Scanning for DetailsInstructionRead the worksheet and scan the text and find the answers to the questions. You have 5 minutes. Work alone.  |

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| **Post Activity** |
| Materials: colored crayons and pens, papers |
| Time | Set Up | Student Activity | Teacher Talk |
| 20mins | Whole classPairsIndividually | Listen carefully and imagine how could you reactDiscuss with your next friend and share their opinions.Writing skills are needed | Procedure:(T writes on the board “When you woke up?”) One day, when you woke up in the morning, your hair was very different from now. Your hair turned white and very curly. How will your parents and friends react? how will your life change?T: I will give you 10 minutes to share your opinion with your next friend.(Distribute paper, pens, crayons)(Monitor activity)T: After sharing your opinion with your next friend, please draw how you look and write your opinion**Feedback**T: Did you have fun today?Did you learn something about hair style?What did you learn?Good job everyone. I hope you enjoyed today’s lesson.Tomorrow we will start a new chapter |

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| **SOS Activity** |
| Materials: No material needed |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 minutes | Whole class |  Discuss students’ favorite hair styles and explain the reasons. | T: Students who finished writing talk with your partner and talk about your favorite hair styles.T: And, explain why you like those types of hair styles. |