|  |  |  |  |
| --- | --- | --- | --- |
| **Language or Activity Based Storytelling  Puppet Play Presentation** | | | |
| **Topic: Three Pigs, One Wolf, and Seven Magic Shapes** | | | |
| Instructor:  **Iris** | Students Competency Level and Student ages  **7-8 years old, Elementary** | Number of Students:  **10** | Lesson Length:  **50 min** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  ∙ Three Pigs, One Wolf, and Seven Magic Shapes Book  ∙Stick Puppets  - First Boy Pig  - Second Boy Pig  - Third Boy Pig  - First Girl Pig  - Second Girl Pig  - Third Girl Pig  - Wolf  - Blowing Wolf  ∙ Sequence Picture Cards  - First House with First Pig  - First House with Wolf  - Broken First House with First Pig  - Second House with Second Pig  - Second House with Wolf  - Broken Second House with Second Pig  - Third House with Third Pig  - Third House with Wolf  - Broken Third House with Third Pig  ∙ Tangram Shapes  - Two Little Triangles  - One Medium-Sized Triangle  - Two Large Triangles  - One Square  - One Parallelogram  ∙ Two Pig Faces  ∙ Three Little Pigs Sequence Worksheet  ∙ Cardboard  ∙ Velcro Tapes  ∙ Pencils | | | |
| Lesson Objectives (What do you want the students to know (**new skill** or **knowledge** that you want them to gain)? And what do you want them to be able to do?  Ss will understand Three Pigs, One Wolf, and Seven Magic Shapes story by listening to T using stick puppets.  Ss will be able to make their own houses using tangram shapes. | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  Ss will get interested and have fun in lesson by T presentation.  Ss will improve listening, writing and speaking skills by making their own houses and responding to T and sharing their ideas in class.  Ss will tell the difference between two Three Little Pigs stories by T’s storytelling.  Ss will be able to retell the story in their own words.  Ss will practice expressing their ideas by presenting how their houses are designed. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Reading Three Pigs, One Wolf, and Seven Magic Shapes   * Listening: **(Where did listening occur in the lesson?)**   Listening to T and the presentation of other Ss   * Speaking: **(Where did speaking occur in the lesson?)**   Sharing their own ideas and expressing themselves about how their houses are designed   * Writing: **(Where did writing occur in the lesson?)**   Writing Three Little Pigs story on the Three Little Pigs Sequence Worksheet | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  Ss will enjoy and also have fun.  Ss will easily be able to use tangram shapes to make different things.  Ss can write Three Little Pigs story on the worksheet with T assistance as needed. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  Using tangram shapes are difficult; T helps Ss individually to complete the work.  Ss might be shy when giving a presentation; T gives encouragement. | | | |
| References: Google | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: (List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)  ∙Stick Puppets  - First Boy Pig  - Second Boy Pig  - Third Boy Pig  - Wolf  - Blowing Wolf | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1 min  2 min  2 min  5 min | Whole Class  W  W  W | Greet teacher  Ss listen to T and answer.  Ss listen to T and respond.  Ss answer to the questions and finish the story. | Greet students  T gives Ss some quiz to help them guess the title of the book *Three Little Pigs*.  T starts to talk about Three Little Pigs story using stick puppets.  T asks Ss some questions about the story and has them finish the story in their own words. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity or Task Familiarization Part (Presentation Part for Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  ∙ Sequence Picture Cards  - First House with First Pig  - First House with Wolf  - Broken First House with First Pig  - Second House with Second Pig  - Second House with Wolf  - Broken Second House with Second Pig  - Third House with Third Pig  - Third House with Wolf  - Broken Third House with Third Pig  ∙ Three Little Pigs Sequence Worksheet  ∙ Pencils | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2 min  6 min  2 min | Group  G  G | Ss are divided into groups.  Ss start working as a group.  Ss present their story. | T shows Three Little Pigs Sequence Worksheet and Sequence Picture Cards to Ss and divides them into groups.  T asks Ss to put the picture cards in order and write the story of Three Little Pigs on the worksheet according to the pictures. T walks around and helps Ss when they need help.  T makes Ss present what they wrote on the worksheet. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity or Task Realization Part(Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  ∙ Three Pigs, One Wolf, and Seven Magic Shapes Book  ∙Stick Puppets  - First Girl Pig  - Second Girl Pig  - Third Girl Pig  - Wolf  - Blowing Wolf  ∙ Tangram Shapes  - Two Little Triangles  - One Medium-Sized Triangle  - Two Large Triangles  - One Square  - One Parallelogram  ∙ Two Pig Faces  ∙ Cardboard  ∙ Velcro Tapes | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2 min  3 min  15 min | Whole class  W  Individual | Ss shares ideas about the book.  Ss listen to T and get the material.  Ss listen to T and follow T make the things using tangram shapes on the cardboard. | T shows Three Pigs, One Wolf, and Seven Magic Shapes book and makes Ss guess the difference between the original story (Three Little Pigs) and the book T shows.  T shows tangram shapes and explains that they are magic shapes in the story. T also introduces each shape; two little triangles, one medium-sized triangle, two large triangles, one square, one parallelogram and hands out the cardboard and tangram shapes to each S. Make sure each S has the whole shapes and understands how to use them.  T tells the story (Three Pigs, One Wolf, and Seven Magic Shapes) using stick puppets. While telling the story, make the things together using tangram shapes on the cardboard.  The shapes and the cardboard have Velcro tapes so Ss can easily stick them and take them off the cardboard.  Example: duck, cat, rabbit, candle, swan, house, sailboat  aa33de8b201b6793a8d734b84db98712.jpg55e963db41b922c3cebf76f5dabedb57.jpg55e963db41b922c3cebf76f5dabedb57.jpgb9c74c27e22323cc2293532c6af920f4.jpgad2bee42528475022eb2cbb31f227d28.jpg55e963db41b922c3cebf76f5dabedb57.jpgad2bee42528475022eb2cbb31f227d28.jpg  Stick two pig faces on the sailboat at last finishing the story. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity or Post Task Part (Wrap-Up Part to Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  ∙ Tangram Shapes  - Two Little Triangles  - One Medium-Sized Triangle  - Two Large Triangles  - One Square  - One Parallelogram  ∙ Cardboard  ∙ Velcro Tapes | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2 min  7 min  1 min | Whole class  Individual  W | Ss listen to T presentation and respond.  Ss give presentations.  Ss say good bye. | T makes her own house as an example with tangram shapes on the cardboard and demonstrates hers.  T asks Ss to make their own houses using their tangram shapes on the cardboard and makes them present their own ideas one by one. T listens and responds to individual presentations.  T congratulates and thanks Ss for active participation. |











