|  |  |  |  |
| --- | --- | --- | --- |
| **Reading Lesson Plan** | | | |
| **Title: Morals from fables** | | | |
| **Teacher** | **Student Level & Age** | **No of Students** | **Length** |
| David (Min Woo Kim) | Intermidate & adult | 11 | 50 mins |
| **Materials:** 2 worksheet for each students, board, pen. | | | |
| **Aims:**  - To learn the culture (comparing the ideas of morals)  - To practice summarization  - To check if my voice is clear  - To acknowledge the importance of learing from general. | | | |
| **Language Skills:**  Listening: Teacher's short speech and partner's speech  Speaking: Group working for discussion, Conversation with the teacher  Reading: presentation  writing: making summary | | | |
| **Language Systems:**  Phonology: presentation, understanding speaker's pronounciation and accent.  Lexis: Worksheet (pre-taught vocabularies)  Grammar: feedback time  Discourse: making summary and moral from fables.  Functions: group discussion (questioning, answering, brief presentation and conversation with the teacher) | | | |
| **Assumptions:**  - all students are single and college graduates (Age 23 up)  - all students have job experience  - No male student and teacher is only a man | | | |
| **Anticipated Errors and Solutions:**  **- Linteners may not come up with the moral during the presentation.**  ---> 2 steps for listening comprehension ; summarization. reading the fable.  **- Students may not be able to point out other student's problem.**  ---> preparing my problem and korean's common mistakes | | | |
| **Reference:** http://www.umass.edu/aesop/ | | | |
| **Note: - time left**  ---> SOS - Postponeing the feedback time  **- time short**  ---> Plan B - reducing or elimination a step. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre Task** | | | |
| Introduction  for topic | | Aims: understanding topic and why it is useful | Materials: Board |
| **Time** | **Set up** | **Students** | **Teacher** |
| 2 Min | Whole Class | listening carefully  knowing why or what they are going to do | **Introduction**  Greeting  Suggesting topic  Assuring why fables are a good means |
| Note: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Preparation** | | | |
| Preparation for discussion | | Aims:  understanding overall stages | Materials:  work sheet, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 2 min  6 min | Whole class  Whole class | Understanding what they are going to do  Going over the work sheet  Ask teacher  Volunteering to explain | **1. Explaining** the overall stages  **2. Brief vocabulary check**  handing out "vocabulary work sheet" |
| Note: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Realization** | | | |
| Sharing ideas | | Aims: paraphrasing on one's own words  comparing what they feel | Materials: worksheet, paper, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 6 min  28min | Group  Group to  Whole class  (7min  per group) | Group discussion : try to give unique ideas  reading, summarization  Presentation above  read clearly  compare what they think | **1. discussion**  **Instructions**  3 min available  make **a summary** around 6 sentenses.  make **your own moral**  **2. presentation**  **Instruction**  Each group's presentation. (4 groups)  listen carefully considering vocabularies we checked  1. summarization  2. reading  3. every students guess the moral  4. compare the ideas with speaker's  5. teacher present the moral the writer made  6. agree or disagree |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Task** | | | |
| Check SS' problem | | Aims: Let SS know what or why they made mistakes.  reassuring how this class useful. | Material: paper, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 5 min  1 min | Whole class  Whole class | say difficulties for listening or reading  understanding what the teacher emphasizes | **1. Checking the problem or being cautious**  **Instruction**  finding difficulties of listening or reading.    **2. Conclusion**  reassuring learning from general. |
| **Plan B**: if time is unavailable, skip this stage. | | | |

**Worksheets, handouts and lesson materials**

|  |
| --- |
| \* Vocabulary check  character on fables  ant, grasshopper, fox, stork, lion, mouth  1 chirping [ʧəːrp]  2. toiling and moiling  3. lay up  4. perpetually  5. exhortations [ègzɔːrtéiʃən]  6. bundle  **7. lap up**  8. bill  9. snout [snaut]  **10. lick**  11. tickle / tickled  12 tie / tied  13. plight [plait]  14. gnawed [nɔː] |

|  |
| --- |
| 1. a sharp sound made by small birds or insects  2. work hard  3. save or reserve  4. constantly, forever  5. advice, incitement  6. a collection of things wrapped or boxed together  7. take up with the tongue  8. beaklike mouth of birds  9. a long projecting or anterior elongation of an animal's head  10. touching with the tongue  11. touch or stroke lightly / laughed  12. fasten or secure with a rope, string, or cord  13, difficult situation  14. bother, make it worn |

|  |
| --- |
| **1 The Ant and the Grasshopper**  Illustrated by Scott Roberto  In a field, one summer's day, a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.  "Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"  "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."  "Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil.  When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.  Then the Grasshopper knew... ?? |

|  |
| --- |
| **2. The Bundle of Sticks**  Illustrated by Michael Chan  A father had a family of sons who were perpetually quarreling among themselves. When he failed to heal their disputes by his exhortations, he determined to give them a practical illustration of the evils of disunion; and for this purpose he one day told them to bring him a bundle of sticks.  When they had done so, he placed the bundle into the hands of each of them in succession, and ordered them to break it in pieces. They tried with all their strength, and were not able to do it.  He next opened the bundle, took the sticks separately, one by one, and again put them into his sons' hands, upon which they broke them easily.  He then addressed them in these words: "My sons, if you are of one mind, and unite to assist each other, you will be as this bundle, uninjured by all the attempts of your enemies; but if you are divided among yourselves, you will be broken as easily as these sticks."  **Union gives strength.** |

|  |
| --- |
| **3. The Fox and the Stork**  Illustrated by Jason Donati  At one time the Fox and the Stork were on visiting terms and seemed very good friends. So the Fox invited the Stork to dinner, and for a joke put nothing before her but some soup in a very shallow dish. This the Fox could easily lap up, but the Stork could only wet the end of her long bill in it, and left the meal as hungry as when she began.  "I am sorry," said the Fox, "the soup is not to your liking."  "Pray do not apologise," said the Stork. "I hope you will return this visit, and come and dine with me soon."  So a day was appointed when the Fox should visit the Stork; but when they were seated at table all that was for their dinner was contained in a very long-necked jar with a narrow mouth, in which the fox could not insert his snout, so all he could manage to do was to lick the outside of the jar.  "I will not apologize for dinner," said the Stork...  **One bad turn deserves another.** |

|  |
| --- |
| **4. The Lion and the Mouse**  Illustrated by Craig Diminico  Once when a Lion was asleep, a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him.  "Pardon, O King," cried the little Mouse, "forgive me this time, I shall never forget it. Who knows but I may be able to do you a turn some of these days?"  The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.  Some time hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on.  Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts.  "Was I not right?" said the little Mouse.  **Little friends may prove great friends.** |