Lesson Plan: Speaking

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| Lesson Plan Title:  *Making our own Fair Tale* |

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| Instructors: |  | Level |  | Students |  | Length |
| Mira Kim |  | Pre-Intermediate |  | 10 (Primary) |  | 20 min |

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| **Aims:** (Primary Aim goes first, (\*) others are assumed to be secondary (+)  \* Students will be able to tell a story in spoken language. (Story Telling)  + Students will be able to describe a situation orally. |

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| **Language SKILLS:** (Primary Aim goes first, (\*) others are assumed to be secondary (+)  \*Speaking: telling and making-up a fairy tale  +Listening: listening other team’s story |

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| **Language SYSTEMS:**  Pronunciation, Lexis (a couple of vocabs) |

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| **Materials:**   * Laptop (Internet Access included) * Flashcards (double sets) * Board * Paper Bag |

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| **Assumptions:**  *\*\* Last Class: Students learned ‘Fairy Tale’ using the story of “Princess and Dragon”*  Students have already been aware of:   * what ‘fairy tale’ is * what ‘characters’ are * some words often used in fairy tales * simple past verb tense |

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| **Anticipated Errors and Solutions:**  **Students may . . . . .**  **----Teacher can**   * Ss may mistake on verb tense (using simple present tense or others than simple past tense)   + T can correct the mistake by using simple past tense. * Ss may forgot some words that we learned last class * T can re-teach them. * Ss not aware of how to pronounce   + T can re-pronounce. |

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| References used in this lesson plan:   * Story Telling: <http://youtu.be/QdtdO7PNN88> * Images: <http://mrkwon.weebly.com/uploads/1/3/2/1/13216665/the_paper_bag_princess1.pdf> * References: <http://www.teachingenglish.org.uk/article/superhero-high> * Previous Lesson: <http://learnenglishkids.britishcouncil.org/en/short-stories/the-princess-and-the-dragon> |

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| **Lead – In (Warm-Up): Introducing Topic ‘Making our own Fairy Tale’** | | |
| Special Materials: | | |
| **Time:**  1 min | **Grouping:** (interactions)  Whole Class | **Procedure:** (including CCQ’s for required prior knowledge and what will be elicited to further the lesson aims.)  T: Hello Everyone, good afternoon! How’re you everyone?  Ss: (answers)  T: Good. Do you all remember what we learned yesterday?  Ss: Sleeping Beauty!  T: (if students can’t remember, elicit ‘Sleeping Beauty’)  (if Ss answered it) Was it a song?  Ss: No!  T: Then, do you remember what it was called?  Ss: Fairy Tale!  T: Yes! Great job!  Today, we are going to play with fairy tale again.  But, this time, we are going to make up our own fairy tale. |

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| **Pre-Activity** : **Giving Instruction** | | |
| Special Materials: Flashcard (Illustrations), Board (Rules), Paper Bag | | |
| **Time:**  4 min | **Grouping:**  Whole Class | **Procedure:** (including ICQ’S and CCQs if there are task-based projects. They are steps in the procedure. CCQ’s to be included  **Vocabulary:**  ***Paper Bag***  -> Both use Realia  **Script**  T: Before starting, let’s figure out what it is.  Do you know what it is?  Ss: (probably answer, but without name)  T: Yes, it is a bag so we can put something in and carry it with us.  Then, of what is it made? (What kind of material is used for making this?) Is it made of metal, plastic, leather, or cloth? No, it is made of ‘paper.’ So, it is a bag made of paper. So, it is called a ‘Paper Bag’.  **Giving Ss Instruction:**  **Instruction**   1. Showing some flashcards carrying some illustrations that will be used in the story. 2. Telling Ss that they need to use the pictures from flashcard for making up a story(not necessary all) 3. Dividing the class as 2 groups 4. Letting the groups make their own story using the flashcards 5. Also noticing them that both groups will present their own stories once finished. (Not only one person from each group, but every member will present) 6. Showing an example (Modeling) 7. ICQs   **Steps**   1. Choose picture as many as you want 2. Make a new fairy tale with the pictures 3. All members present the stories.   **ICQs**   * Do you need to use all the flashcards here? * Can you add a new flashcard other than here? * Will only one or two person present stories?   **Rules**   * Using the pictures in the flashcard only * Every group members should have a chance to present a story.   **Scripts**  T: So, here are some pictures(show flashcards) that we are  going to use for our fairy tale.  You can choose whichever you want, but, you don’t need to choose all of them. You can pick just one, two, or five. As many as you want!  But you can’t add a new picture. (i.e. let’s say if I want to add a tiger in my story, can I add a tiger?)  Then, you all are going to make a very short fairy tale with the pictures that you chose. (i.e. if I chose this and this, I will make a story, )  Let’s make 2 groups, A & B. And each group will make their own different stories.  Once both groups are finished, they will share their stories. Not just one person from each group present, but every member will have to have a chance to present. (demonstrating - referring the text)  Is everyone clear?  (ICQs)  OK, let’s start! Let’s say 5 minutes to make the story. |

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| **Main Activity** : **Making a Story** | | |
| Special Materials: | | |
| **Time:**  5 min  8 min  (4 min per each group)  1 min | **Grouping:**  2 Groups  2 Groups  Whole Class | **Procedure:**  **Making Up a Fairy Tale:**  **Instruction**   1. Letting Ss make their own stories. 2. Getting around the groups and monitoring and taking a note for checking their errors (sometimes, if necessary, help Ss right away)   **Presentation:**  **Instruction**   1. Once Ss finished, making them present. (Each Group, each member)   **Error Correction:**  If there are some errors or mistakes that Ss made while they’re making stories or presenting, correcting them.  (However, error correcting could be done during Ss’ activities.)  Script  T: OK, everyone did very great job! All the stories are so fantastic!  Before moving on, is it OK to check up few things?  (Correcting Errors) |

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| **Post-Activity**   1. Asking Ss how they feel the other group’s story. 2. Asking Ss what they felt while they’re making a new story. 3. Giving Ss an assignment of presenting what they did on Christmas day. |
| Special Materials: |