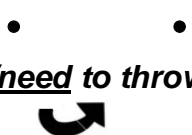


Reading Lesson Plan

TITLE The Exciting World of Yutnori: A Traditional Korean Game				
INSTRUCTOR	Ss' LEVEL	AGE GROUP	No of Ss	LENGTH
Soo Kyeong Lee	Higher Intermediate	Middle School	7 Ss	50 mins
<p style="text-align: center;">MATERIALS</p> <p>PowerPoint presentation</p> <p>Worksheet handout</p> <p>Yutnori game board</p> <p>4 Yut sticks</p> <p>Markers</p>				
<p>AIMS</p> <ol style="list-style-type: none"> 1. Developing students' understanding of instruction with a text. 2. Increase students' ability to read, talk about, and critically analyze the instructions. 3. Provide the opportunity for students to perform the instruction within the context of socializing and playing Yutnori. 				
<p style="text-align: center;">LANGUAGE SKILLS</p> <p>Listening Ss will listen to their classmates while discussing and playing Yutnori.</p> <p>Speaking Ss will discuss the rules and game of Yutnori and socialize while playing it.</p> <p>Reading Ss will read authentic text on how to play Yutnori.</p> <p>Writing Ss will complete the gap fill-in exercise.</p>				
<p style="text-align: center;">LANGUAGE SYSTEMS</p> <p>Phonology Linking is present between the modal verb and to. Sentence stress is placed on the modal verb and the infinitive verb.</p> <p style="text-align: center;">  </p> <p>Lexis Shortcut, Get a second turn, Yut sticks, Begin again, etc.</p> <p>Grammar Form: Subject + Modal verb + infinitive verb (<i>ex. We have to/need to/should move...</i>)</p> <p>Discourse Understanding and discussing the rules of Yutori, then playing the game.</p> <p>Functions Properly comprehending and using the correct form of the lesson's grammar while discussing and playing a game/multiple games of Yutori.</p>				
<p style="text-align: center;">ASSUMPTIONS</p> <p>I assume the students will be familiar with the language being used, but have had little chance</p>				

to practice the language orally.

I assume that the students will understand the meanings of the CCQs that will form the basis of checking the students' vocabulary understanding.

I assume that all learners will be strong enough speakers to engage actively in the class.

I assume that all learners will want to try and participate actively in a communicative class.

I assume that the learners will know most of the vocabulary and teaching clarification will be concentrated on the problematic vocabulary highlighted previously.

ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS

Problem: Students might have problems pronouncing the new vocabulary and be confused when to use them.

Solution: Repeat the different pronunciation to offer a good natural model and drill the whole class to improve pronunciation. Listen to production and correct pronunciation if required. If the students are confused when to use the different forms, explain the rules highlighted in the pronunciation section of the plan and practice.

Problem: Students might be confused about the different meanings of the difficult vocabulary and how to use them in utterances.

Solution: Clarify meaning of the vocabulary by using CCQs use the following practice exercises to reinforce students' understanding of the different meanings and encourage them to using the language in context.

Problem: Students may try to use the main verb of *has* instead of *have*.

Solution: On the board draw the students' attention to the subject and its effect on the modal verb. Elicit different examples of contexts in which *have* and *has* are used appropriately.

REFERENCES

<https://uscpacificasiamuseum.wordpress.com/2013/10/03/yut-a-classic-korean-game/>

NOTES

Plan B: If there are technical issues, the teacher will base the lesson on verbal instructions along with printed copies of handouts which are similar to the PowerPoint slides.

Cut Off: If there isn't enough time available, the teacher has the ability to remove the gap fill section of the lesson.

SOS Activity: Students can write a short paragraph about the following things...

1. What they liked/enjoyed about Yutnori.
2. What the disliked about Yutnori.
3. Create one or two new rules that could be added while playing Yutnori.

PRETASK TITLE Lead in			
AIMS To develop students' prediction skills, and allow them to comprehend the game of Yutnori.		MATERIALS PowerPoint	
TIME	SET UP	STUDENTS	TEACHER
1 min	Whole class	Ss listen to the teacher's instruction.	Greet students and highlight that this class will be focusing on understanding and giving instructions.
5 mins	Whole class	First, Ss examine the picture of a family playing Yutnori. Then, Ss discuss, predict, and develop answers to the ppt slide questions.	Introduce the first task by asking the students to look at the photos of people playing Yutnori and then discuss and make predictions to answer the questions on the ppt slide based on their own observations.
NOTES			

TASK PREPARATION TITLE Preparing: Reading Task 1			
AIMS		MATERIALS	
To increase students' reading comprehension skills and critical thinking through True and False questions.		PowerPoint Worksheet	
TIME	SET UP	STUDENTS	TEACHER
4 mins	Individual	Ss read the text on the history of Yutnori and answer the true and false questions related to it on the back page of the handout.	Instruct students to read the text and explain that they will be required to answer the questions that go with it. Monitoring.
2 min	Whole class	Answer the questions together with their classmates.	Go over the correct answers with the whole class.
NOTES			

TASK REALISATION TITLE Main Tasks: Reading Tasks 2 - 6			
AIMS		MATERIALS	
To improve students' reading comprehension skills, lexi, sentence structure, and language skills using the context of the text.		PowerPoint Worksheet	
TIME	SET UP	STUDENTS	TEACHER
4 mins	Individual	Ss read the authentic text and develop an appropriate title of the text they have read.	Ask the students to individually read the authentic Yutnori instructions and write an appropriate title for the text. Monitoring.
2 mins	Pairs	In pairs the students compare their titles and discuss their opinions and why they chose that title.	Ask the students in pairs to discuss their choices and opinions. Monitoring and give an example title using ppt.
5 mins	Individual/ Whole class	Individually students read the text and using the context, match the meaning of the lexi/lexical chunks on the handout with their correct definitions. Ss compare their answers and check for differences.	Monitoring and error correction. Show correct answers on the ppt.
5 mins	Pairs	Ss place the sentences in the correct order, discuss and correct any errors that arise.	Tell the students in pairs they have to read the text and place sentences in the correct order on the handout as they appear in the authentic instructions. Monitoring and show answers using ppt.
6 mins	Whole class	Ss fill in the gaps to match the authentic text. Ss compare answers with their classmates and read out the answers one by one.	Instruct students to fill in the gaps to correctly rewrite the authentic text. Provide the students with enough time to share their answers. Monitoring and show answers using ppt.
NOTES			

POST TASK TITLE Speaking Activity & Yutori game			
AIMS		MATERIALS	
To build and develop students' language and encourage correct usage before, during, and after playing Yutori.		Yutori game board 4 Yut sticks Markers	
TIME	SET UP	STUDENTS	TEACHER
3 mins	Individual	Think about the language that will be appropriate while playing Yutori. Write down their ideas on the back of the handout (if necessary.)	Tell the students that they will be playing a game of Yutori and asks the students to individually think about the language they will need to use during the game.
10 mins	Whole class	Play Yutori and practice the language learned throughout the lesson. Self-correction if necessary.	Divide the students into two teams and encourage them to use the language they have learned. Monitor the students in case they need further assistance and to check for major problems
3 mins	Whole class	Summarize and practice using the language correctly.	Ask which students won the game(s), who was best/worst and their thoughts on the game. Highlights common errors noted during the monitoring of the games and corrects mistakes. Drill the corrections with the students to encourage them to use the language correctly. Dismiss the class.
NOTES			

Refer to the zipped file for additional material.