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| ★Lesson Plan Template Task Based Lesson (Reading) |
| **Title : Aesop’s fable** |
| *Instructor* ***: Hailey*** | *Level****: Intermediate*** | *Students****: 10*** | *Length****:30min***  |
| **Materials**- Board & Board marker- Computer & Speaker- Projector- reading task #1 (Fable & Aesop) \*10 copies each- worksheet #1 (literal & interpretive questions) \*5 copies each- worksheet #2 (script of the story titled “A greedy dog” & applied question) \*5 copies each |

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| **Aims & Goals**- Ss will be able to improve scanning skill by answering some general questions from the teacher.- Ss will be able to get the main idea by skimming the reading text and answering guiding questions.- Ss will develop their imagination by making their own fable. |

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| **Language Skills**- Listening : Ss will listen to the instructions from the teacher.- Reading : Ss will read the reading task, a script and questions on the worksheets.- Writing : Ss will write their answer on the worksheet.- Speaking : Ss will talk with teacher about answer of the worksheet. Ss will discuss with their partner in order to solve the questions and make their own fable. |
| **Language System**- Phonology : Difference of pronunciation between /R/ and /L/ (e.g. moral, biography)- Lexis : greedy, yarn, fable- Function : Reading created fables in turns (among groups)- Grammar : Relative noun ‘which’ (on the reading task)- Discourse : Q&A (T-Ss), Discussion with partner to solve the questions and make their own fables. |

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| **Assumptions**- Students can understand my explanation about the meaning of some selected difficult words.- Students are high school students in intermediate level.- Students have good composition ability. So, they don’t afraid of making sentences.- Students don’t know about fable and Aesop very well. So, they need information about them. |

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| **Anticipated Problems** | **Solution** |
| If the computer doesn’t work | teacher read the story titled “A greedy dog” to Ss. |
| If there is extra time | teacher do SOS activity (showing a video clip). |
| If there isn’t enough time | teacher let students change a few words (in a post activity time) not make totally new story. |

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| **Reference** |
| picture on the reading task #1<http://www.holyspiritinteractive.net/kids/aesopsfables/thefoxandthestork2.gif><https://plasticenglish.files.wordpress.com/2010/10/grasshopper.jpg>[http://upload.wikimedia.org/wikipedia/commons/8/88/Diego\_Velasquez,\_Aesop\_(1).jpg](http://upload.wikimedia.org/wikipedia/commons/8/88/Diego_Velasquez%2C_Aesop_%281%29.jpg)definition of the words<http://www.ldoceonline.com/>contents of the reading task #1<http://www.taleswithmorals.com/index.htm>Video clip<https://www.youtube.com/watch?v=MACVl1GIwBc> |

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| **Lead - In** |
| Materials : Board & Board marker, video clip#1, projector, computer |
| Time | Set up | Student Activity and goals | Teacher talk (procedure) |
| 2min30sec2min1min | Whole classwhole classwhole classwhole class | Ss greet TSs answer the eliciting questionsSs speak their opinionSs watch video clipSs answer the question | ***(Write words to teach at the right side on the board before beginning the lesson)****(moral, yarn, parable, pass into~, biography)*1. Greeting & Eliciting“Good morning, everyone. I’m glad to see you again.” “Did you enjoy your holiday? What did you do?”“Did you read some books?”“Do you like stories?”“Can you tell me some genres of stories?”***(Write the word ‘story’ on the board)******(Collect Ss’ ideas with mind mapping on the board)***“Ok, good job. Now, I’ll show you a video clip.”“Try to guess what kind of story is being played.”***(Turn off the light & Turn on the projector)******(Show video clip#1 by projector)******(Turn on the light)***“Can you guess what kind of stories it was?”***(Give Ss time to think themselves)***“It was one of the fables.”“Do you know some famous fable writers?”“Great, very good. Thank you.” |

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| **Pre - Activity** |
| Materials : Board & Board marker |
| Time | Set up | Student Activity and goals | Teacher talk (procedure) |
| 30sec4min | Whole classwhole class | Ss listen to instructionSs guess the meaning of the wordsSs learn some difficult vocabulary words | 3. Pre-teaching vocabulary***(Show Ss the reading task #1)*****Instruction**“In this handout, there is information about fable and a famous fable writer, Aesop.”“Let’s learn some words before reading.”“Look at these words, please.”***(Show Ss some vocabulary words written on the board)***“Can you guess what this means?”***(If there are students know the meaning of some of words, let them explain for other.)***moral : a practical lesson about what to do or how to behave, which you learn from a story or something that happens to youyarn : a story of adventures, travels and so on that someone tells, usually made more exciting and interesting by adding things that never really happenedparable : a short and simple story that teaches a moral or religious lessonpass into something : becoming a part of somethingbiography : a book that tells what has happened in someone's life |

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| **Main - Activity** |
| Materials : reading task #1, worksheet #1 |
| Time | Set up | Student Activity and goals | Teacher talk (procedure) |
| 1min 30sec1min 1min 30sec4min2min | whole classwhole classindividuallywhole classwhole classwhole classindividuallygroupswhole class | Ss listen to instructionSs answer the ICQsSs take the reading task #1 and read text ASs answer the questionSs listen to instructionSs answer the ICQsSs take the worksheet #1Ss read the reading task #1 Ss fill in the blank on the worksheet #1Ss tell and check the answer | 4. Skimming**Instruction**“Ok, then, I’ll give you 30 seconds for reading text A.”“You don’t have to focus on detailed information.”“I’ll give you 2 ***general*** questions. So, just read quickly and try to ***catch*** a key point.”**ICQ**“How much time do you have?”“What are you going to read? A or B?”“Great.”***(Give Ss the reading task #1)*****Timing**“Ok, time’s up.”“Now, ***turn over*** your reading task.”**Skimming question**1. “What is this content about?”2. “What kind of text is this?”5. Scanning**Instruction**“Now, You have to read both contents, A and B.”“In this time, try to get detailed information through these texts.”“Because I’ll give you this worksheet. There are some questions about fable and fable writer, Aesop.”“So, 2-2-2-2-2 is each group.”“Read individually, and solve the questions with your partner.”“I’ll give you 4 minutes.”**ICQ**“What are you going to do?”“Solve the questions individually?”“How much time do you have?”“Excellent! You are good listeners.”***(Give Ss the worksheet #1)***“4 minutes, go~!”**Monitoring** **& Taking note for error correction****Timing**“You have 1 minute left.”“30 seconds left!”“Time’s up!”6. Checking the answer“Is there any volunteer to tell the class the answer to the second question? Don’t worry too much. There is no correct answer.”“Then, who can tell me the answer to number 4? There is no correct answer.”“Very good, everyone.” |

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| **Post - Activity** |
| Materials : worksheet #2 |
| Time | Set up | Student Activity and goals | Teacher talk (procedure) |
| 2min 4min2min1min1min | whole classwhole classgroupswhole classwhole classwhole class | Ss answer the questionSs listen to the instructionSs answer the ICQsSs make own their fablesSs listen to the created fableSs correct error themselvesSs tell their opinion freely | 7. Making own fable“When we start this class, we watched a video clip.”“What’s title of that?” (A greedy dog)“It was made by Aesop. But now, create your own fable.”**Instruction*****(Let Ss sit with new partners)******(Show Ss the worksheet #2)***“There is a script of the story “A greedy dog” on this worksheet.”“Read it first, and then read this question and make your own fable with your partner.”“Discuss with your partner and you can make totally new story.”“Be creative!”“I’ll give you 4 minutes.”**ICQ**“What are you going to do?”“How much time do you have?”“Great, let’s begin!”**Monitoring** **& Taking note for error correction****Timing**“You have 1 minute left.”“30 seconds left!”“Time’s up!”“Is there any group to read own fable to classmates?”“Ok, everyone. Listen up!”“Thank you for your participation.”8. Error correction“I found some mistakes. Let’s correct this sentence.”***(Write sentences that students spoke incorrectly on the board.)***“Let’s read it together.”9. Feedback“So, today what did you learn?”“Did you enjoy it?”“Great! Thank you, everyone!” |