**Reading Lesson Plan**

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Course: Times TESOL 110th WK

Instructor: Mr. Roger

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**Reading Lesson Plan**

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| **TITLE** | | Reading activities with the article “Hip-hop can help mental illness” | | | | | |
| **INSTRUCTOR** | | | | **Ss’ LEVEL** | **AGE GROUP** | **No. of Ss** | **LENGTH** |
| Joeun Lee | | | | False beginner | Adult | 15 | 50 mins |
| **MATERIALS** | | | | | | | |
| Whiteboard, markers, worksheets 1-3 (16 copies each), hip-hop music, T’s mobile phone, and 2 pictures about ‘hip-hop’ | | | | | | | |
| **AIMS** | 1. Ss will distinguish the differences between skimming and scanning by T’s mime and explanation.  2. Ss will practice skimming skill through finding main idea of the article.  3. Ss will practice scanning skill through reading the article and matching phrases.  4. Ss will improve their reading comprehension through answering questions on the worksheets. | | | | | | |
| **LANGUAGE SKILLS** | | | | | | | |
| Reading | | | Ss will be reading the article “Hip-hop can help mental illness”. | | | | |
| Speaking | | | Ss will be discussing the article and talking about their personal experiences. | | | | |
| Listening | | | Ss will be listening to the T’s explanation and instructions and other classmates during the tasks | | | | |
| Writing | | | Students will be writing their own personal experiences related to the topic on the worksheet 3 | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Ss will focus on T’s and their pronunciation to communicate. | | | | |
| Lexis | | | Ss will learn some words from the article. | | | | |
| Grammar | | | Ss will learn grammatical knowledge during reading article and matching phrases. | | | | |
| Functions | | | To get information from the article | | | | |
| Discourse | | | To ask and answer the questions | | | | |
| **ASSUMPTIONS** | | | | | | | |
| - Ss are at false beginner level and they might know quite lots of vocabularies and have knowledge about the topic, but they can speak only few words or simple sentences.  - T should elicit from Ss as much as possible even though they speak very short sentences.  - Ss might feel difficulty in skimming and scanning so T should give chances to practice repeatedly. | | | | | | | |
| **PREFERENCES** | | | | | | | |
| <http://www.breakingnewsenglish.com/1411/141113-hip-hop-2.html>  <http://www.breakingnewsenglish.com/1411/141113-hip-hop.html> | | | | | | | |
| **NOTES** | | | | | | | |
| - Send the music to T’s email in case of the mobile phone does not work.  - Students are monitored during every task.  - Prepare some spare worksheets in advance. | | | | | | | |

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| **PRETASK TITLE** | | | Lead-in | | | | |
| **AIMS** | | | | | | **MATERIALS** | |
| To familiar with the topic ‘hip-hop’ and know the title of the article | | | | | | Whiteboard, markers, T’s mobile phone and 2 pictures | |
| **TIME** | **SET UP** | **STUDENTS** | | | | | **TEACHER** |
| 5 | Class | - Guess the word ‘hip-hop’ by listening the music and seeing 2 pictures  - Guess the specific title which is related to ‘hip-hop’ | | | | | - Play the music  - Show 2 pictures  - Elicit as much as possible in every step |
| **NOTES** | | | | | | | |
| - Teacher should cheer the students by playing the music. | | | | | | | |
| **TASK PREPARATION TITLE** | | | | | Guess the context and learn vocabulary | | |
| **AIMS** | | | | | | **MATERIALS** | |
| To prepare for reading the article | | | | | | Whiteboard, markers and worksheet 1 | |
| **TIME** | **SET UP** | **STUDENTS** | | | | | **TEACHER** |
| 5 | 3 groups | - Predict the main idea and 2 other ideas of the article  - Tell their group’s ideas to the class | | | | | - Set groups  - Hand out the worksheets  - Set task, ICQ |
| 5 | Class | - Learn the words from the article in advance  - Guess the meaning of the words  - Know how to pronounce the words  - Know the notion of the words through T’s CCQ  - Make sentences using the words | | | | | - Elicit from Ss  - Read the words and make Ss follow  - CCQ |
| **NOTES** | | | | | | | |
| - T should not give the correct answers or meaning of the words until Ss guess and get to know from eliciting.  - Ss might know the meaning of the words even though they cannot explain exactly. T should have patience to wait for their Ss for some time. | | | | | | | |
| **TASK REALISATION TITLE** | | | | | Read the article | | |
| **AIMS** | | | | | | **MATERIALS** | |
| - To skim and scan the article  - To get information in detail | | | | | | Article, worksheet 2 and 3 | |
| **TIME** | **SET UP** | **STUDENTS** | | | | | **TEACHER** |
| 5 | Individual | - Know the purpose of reading article is to get information  - Distinguish skimming and scanning from T’s mime  - Skim the article and find main idea and 2 more information (30 seconds)  - Scan the article to match the phrases (30 seconds) | | | | | - Elicit and mime  - Hand out the article  - Set task, ICQ,  - Monitor |
| 7 | 3 Groups | - Read the article carefully  - Discuss in the group and answer the T/F and comprehension questions  - Check the answers with T and the whole class | | | | | - Set group  - Set task, ICQ,  - Monitor  - Check the answers with Ss |
| 8 | Pairs | - Have a hip-hop discussion with their partners | | | | | - Set task, ICQ,  - Monitor |
| 5 | Individual  / Pairs | - Write their own therapy for themselves to 3-4 sentences by themselves  - Talk about their own therapy each other | | | | | - Set task, ICQ  - Monitor |
| **NOTES** | | | | | | | |
| - T give Ss short time to skim and scan the article to practice, and then give enough time to read so that Ss are able to fully understand the article.  - There are several activities in the worksheet 3, so T should show the worksheet and give precise instruction to Ss so that they are not confused. | | | | | | | |
| **POST TASK TITLE** | | | | Feedback and error correction | | | |
| **AIMS** | | | | | | **MATERIALS** | |
| - To check if Ss know exactly how to skim and scan  - To improve grammatical accuracy | | | | | | Whiteboard and markers | |
| **TIME** | **SET UP** | **STUDENTS** | | | | | **TEACHER** |
| 5 | Class | - Talk about how they felt about skimming and scanning  - Give examples of when skimming and scanning are helpful | | | | | Ask questions |
| 5 | Class | - Correct grammatical errors when they made during discussions | | | | | - Write the errors - Elicit |
| **NOTES** | | | | | | | |
| - T ask many questions so that Ss can answer a lot about the skills they learned.  - T elicits from the students how to correct errors.  - Ss read the correct sentences repeatedly. | | | | | | | |

**“Hip-hop can help mental illness”**

(source: http://www.breakingnewsenglish.com/1411/141113-hip-hop.html)

Doctors at Britain's world famous Cambridge University believe that hip-hop music can help people who are depressed or mentally ill. They call it 'hip-hop therapy'. The doctors said that many of the lyrics in hip-hop music can reach out to people with emotional problems. A team of doctors wrote a report about this. The report is in a special medical magazine called 'The Lancet Psychiatry'. The doctors said a lot of hip-hop music speaks of overcoming hardships and big difficulties in life. In particular, hip-hop has lyrics about being poor, being unpopular, and about crime and drugs. These are all problems that can lead to depression and mental illnesses.

The report on hip-hop and mental health says: "Hip-hop artists use their skills and talents not only to describe the world they see, but also as a means of breaking free. There's often a message of hope in amongst the lyrics, describing the place where they want to be - the cars they want to own, the models they want to date." The doctors chose five hip-hop songs as part of the therapy. One of them is the classic 1982 tune 'The Message' by Grandmaster Flash & The Furious Five. Another is a track called 'Juicy' by The Notorious BIG. This has lyrics that tell people they can be successful even if others say they cannot be. BIG explains how teachers told him he would "amount to nothing" but then became a superstar.

**Worksheet 1.** Predict the article and learn vocabulary

\* I think this article’s main idea is ……

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\* And also I think this article contains ……

①

②

③

\* Vocabulary

- depressed

- mental

- therapy

- hardship

- break free

**Worksheet 2.** Skimming and Scanning

\* This article’s main idea is ……

.

\* I also found more information that ……

①

②

\* Match the phrases

① Doctors at Britain’s world a. lead to depression

② overcoming b. to nothing

③ These are all problems that can c. hardships

④ as a means of breaking d. famous Cambridge University

⑤ teachers told him he would amount e. free

**Worksheet 3.** Questions about the article

1. TRUE/FALSE: Read the sentences below and guess if they are true(T) or false(F)

a. The report about hip-hop and therapy is from Oxford University. ( )

b. Doctors say people should write hip-hop lyrics to overcome hardships. ( )

c. The report says artists use hip-hop as a way to be free. ( )

d. Doctors said there is always a message of hope in hip-hop lyrics. ( )

e. A hip-hop superstar said his teaches told him he would never succeed. ( )

2. Comprehension questions.

a. What is ‘The Lancet Psychiatry’?

b. What do hip-hop artists use to describe the world?

c. What message is often in the lyrics of hip-hop?

d. How many songs did the doctors choose for the ‘hip-hop therapy’?

e. What is the name of the track by The Notorious BIG?

3. Hip-hop discussion

a. Is American hip-hop better than hip-hop from other countries? Why?

b. Do you think ‘hip-hop therapy’ is a good idea?

c. What are you good and bad things about hip-hop?

d. What music do you think would be the best therapy?

e. What questions would you like to ask one of the doctors?

4. Write about your own therapy when you get mental illness

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**Pictures used in pre-task**



