Reading Lesson Plan

**Family**

Length:

50 minutes

Level:

Pre-Intermediate

Instructor:

Debbie Hong

Students:

12

Age Group:

Adult

**Materials:**

* Picture of 2 families (A3 1 copy each)
* White board, board marker, board eraser, scotch tape
* Vocabulary-Definition Matching Worksheet (12 copies)
* Answers for Vocabulary-Definition Matching (1 copy)
* Cut out slips of ‘Reading to Draw’ Worksheet (3 copies)
* Place to put the slips (3 any sort of containers)
* A4 paper (12pcs), A3 paper (3pcs), 6 scissors, 6 glue sticks, 3 sets of colored pencils
* Picture of the Simpson’s family in A4
* Text and picture of face for demonstration
* Picture of the Lisa and Milhouse in A4
* Put in the Correct Order Worksheet (12 copies)
* Answers for Put in Correct Order Worksheet (1 copy)

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**Aims:**

* To use our intensive reading skills through the ‘Reading to Draw’ exercise.
* To recognize the implied information in the text to draw the characters through the ‘Reading to Draw’ exercise.
* To practice skimming skills to find the specific information/key words that connects the sentences in the correct order through the ‘Put in the Correct Order’ worksheet.
* To have them to brainstorm/organize the overall flow of the text to put in correct order through the ‘Put in the Correct Order’ worksheet.
* To practice summarizing skills through the ‘Put in the Correct Order’ Worksheet
* To promote discussions, sharing ideas, and using their resources by doing pair/group activities.
* To learn vocabularies that may be used to describe physical traits of a person by doing the vocabulary-definition matching worksheet.
* To build students’ confidence by using own resources and interacting with classmates.
* To make Ss think actively through diverse activities.
* To keep Ss interested and awake through drawing, cutting, and gluing exercises and also by using the world-wide known character The Simpsons for the lesson.

**Language Skills:**

Reading Ss will read short and long texts from the worksheets to practice diverse reading skills.

Listening Ss will listen to T’s instructions and classmates to answer the worksheets.

Speaking Ss will discuss and brainstorm with each other for diverse activities and to work on the worksheets. Ss will read aloud the text after they have put in order the text on the ‘Put in the Correct Order’ worksheet.

Writing Ss will write down on the worksheet and they may take notes during the ‘Put in the Correct Order’ exercise.

**Language Systems:**

Function Expressing opinion & reaching an agreement within group.

Discourse Ss will be talking in pairs and groups to do the activities.

Lexis Brainstorming to match the definition to the vocabularies.

Grammar Ss will use come across diverse tenses when reading the text for Put in the ‘Correct Order Worksheet’.

Phonology Ss will learn how to pronounce words that they did not know by doing the vocabulary worksheet.

**Assumptions:**

* How the class is set up and the number of students
* Most Ss know and like the character The Simpsons
* Ss know how to skim and scan
* Ss know T style of teaching

**Anticipated Errors and Solutions:**

Ss may spend too much effort on drawing and need more time during the ‘Reading to Draw’ exercise

* Be flexible with time.
* Monitor around and check how they are doing. Encourage Ss to draw only briefly.

If Ss finish their task earlier than expected,

* Ss will brainstorm as a group and make a mind map regarding the adjectives that come to their minds on their character when rereading the ‘Reading to Draw’ text.

**References:**

* [www.google.com](http://www.google.com)
* <http://www.rong-chang.com/easyread/es/easy090.htm>
* <https://simpsonswiki.com/wiki/Main_Page>

**Note:**

* Monitor the students during the activities!
* **E L I C I T** from Ss!!
* More STT and less TTT

Share ideas/words they think relates to ‘airport’.

Elicit words on ‘airport’ and write down their ideas on the white board.

2

Class

**Lead-In**

Class

Greetings

Students will elicit showing active participation.

2

**Time**

**Set Up**

**Students**

**Aims:** To make Ss elicit and lead to the topic ‘family’ and actively participate in sharing ideas.

**Materials:** Picture of 2 families (A3 1 copy each), scotch tape, white board, board marker, board eraser

**Teacher**

Greetings

Elicit for the word ‘family’. Show picture of a family.

Guide Ss to elicit words/ideas related to ‘family’. Write down Ss’ ideas on the white board.

Students will share ideas and words related to ‘family’.

Class

5

**Notes**

* Try to have much students involved to share their ideas.
* May ask/elicit the members we may find in a family.
* May ask/elicit how families are portrayed differently on TV- human actors compared with animation

**Pre-Activity**

Pairs

Class

* Be aware of time!

**Teacher**

**Notes**

Give instructions and perform ICQ.

Distribute worksheet.

Monitor passively.

**Aims:** To learn vocabularies that may be used to describe physical traits of a person.

**Materials:** Vocabulary-Definition Matching Worksheet (12 copies), Answer sheet (1 copy)

**Students**

**Time**

**Set Up**

Work with partner to match the vocabularies with the definitions.

Look up in the dictionary for words they not know.

5

Read aloud the answers together. Correct the worksheet.

2

Verbally elicit for answers on each vocabulary. Guide the process and check if the answers are correct.

Perform CCQ on few vocabs.

**Main Activity**

**Materials:** Cut out slips of ‘Reading to Draw’ Worksheet (3 copies), A4 paper (12pcs), place to put the slips(3), A3 paper (3pcs), 6 scissors, 6 glue sticks, 3 sets of colored pencils, Picture of the Simpson’s family in A4, text and picture of face for demonstration

* Picture of the Simpson’s family in A4

**Aims:** To use our intensive reading skills.

**Teacher**

**Time**

**Set Up**

**Students**

Randomly draw out a slip from the container.

Read intensively to draw the character described on the slip. Take reference of the vocab sheet when reading the text.

Use colored pencils to draw, cut out the drawing, and glue it on the A3 paper set on each table.

Give instructions, demonstrate and perform ICQ. Have Ss pick a slip from the container and hand out the materials.

Monitor passively. Give 1 minute remaining time alert.

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Individual

Have one person from each table come out and hold the A3 paper in front.

Other Ss are attentive and looking at other table groups’ drawings.

Have one student from each table come up to show to the rest of the classmates.

Present the Simpson’s family picture.

4

Class

**Notes**

When preparing the ‘Reading to Draw’ worksheet:

* Cut the ‘Reading to Draw’ into slips by the characters.
* Fold each slip and put inside the container. Put each sheet of the ‘Reading to Draw’ slips in each container so that each container has all characters
* If few Ss finish early, make them pick another slip to draw.

**Post Activity**

**Materials:**

Picture of the Lisa and Milhouse in A4, ‘Put in the Correct Order’ Worksheet (12 copies), Answer sheet (1 copy)

**Aims:**

To practice skimming skills to find information/key words that connect the sentences in the correct order. To brainstorm/ organize the overall flow of the text.

**Students**

**Teacher**

**Time**

**Set Up**

Read the text and try to correct it in the correct order.

Look for information/key words that connect the sentences in the correct order.

Discuss actively in pairs.

Give instructions and perform ICQ. Distribute worksheet and materials.

Monitor passively. Give 1 minute remaining time alert.

8

Pairs

Share, discuss and correct (if necessary) your answers within table group members.

Have Ss share and discuss their answers within table group members.

3

Group

Check the answer and read the corrected text aloud as a class.

Have Ss share their answers. Give answer and have them read aloud as a class.

Closing

4

Class

**Notes**

* If they are stuck, encourage them to highlight in pen the key words that connect each text.
* Ask Ss based on what they have corrected the order.

**SOS Activity**

**Materials:** N/A

**Aims:** To practice summarizing skills through the ‘Put in the Correct Order’ Worksheet

**Students**

**Teacher**

**Time**

**Set Up**

Verbally answering with active participation.

Ask them what the text was about (summarize).

4

Class

**Notes**

* Try to involve many Ss to speak.