-**Listening** focus Lesson plan-

|  |
| --- |
| Title: **The Rainbow Fish** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **NARI (ELLA)KIM** | Level: **upper ,**  **Inermediate** | Students:  **7~10 age,**  **8 students** | Length:  **30 minutes** |

|  |
| --- |
| **Materials:**  -STORY BOOK :**The Rainbow Fish** , flash cards, work sheet , color pencils, glue, scissors |

|  |
| --- |
| **Aims:**  -Students will practice and improve listening and skill by asking and responding  -Students will able to understand new vocabulary  -Students will improve communication skill exchanging opinions with partners  -Students will be able to write short story of friends |

|  |
| --- |
| **Language skills:**  **\*Listening)**  -Students will hear the new vocabulary and listen from teacher  -Students will listen to a story ‘The Rainbow Fish’  -Students will have a conversation with their group members.  **\*Speaking)**  -Students will listen and repeat after the teacher.  -Students will speak in activity time.  **\*Reading)**  -Students will read the new vocabulary on flash cards and worksheet.  **\*Writing)**  -Students will write the new vocabulary and expression on their worksheet. |

|  |
| --- |
| **Language Systems:**  **-Lexis**: sea, fish, seahorse, jellyfish, shark, whale, starfish ,octopus, shark, seaweed, shellfish, squid etc  **-Phonology**: /sh/ sound from shark, shiny and shellfish  **-Function**: use new expression by listening and speaking |

|  |
| --- |
| **Assumption about Students:**  -Students can listen and understanding  -Students will show interest in the subject and can answer to questions |

|  |
| --- |
| **Anticipated Errors and Solutions**:  -If students do not understand teacher’s instruction, teacher can give another demonstration or classmates can help him/her.  -If students are not focus on the lesson, remind them their class rules.  -If students finish their worksheet faster than others, teacher can have small conversation about the lesson for his speaking.  -If an activity takes shorter time or longer time, teacher can manage time for other activities. |

|  |
| --- |
| **References:**  <https://www.youtube.com/watch?v=r9mryuEKkKc>  <http://whitneyslp.blogspot.kr/2013/05/the-rainbow-fish.html> |

**PRE-TASK \***Materials: RAINBOW FISH, CARDS

|  |  |  |
| --- | --- | --- |
| **TIME** | **SET UP** | **PROCEDURES** |
| 2min  ----------  5min | Whole    ----------  2 group | **(Greeting)**  T: Good morning. everyone. How are you today? Great!  Today, I would like to introduce my friend “RAINBOW:” Let’s call him loudly!!!  Rainbow~~~!!! tada! (rainbow fish puppet comes out) Hello~~~~~  S: Hello~~~~~~  T/rainbow fish: I’m Rainbow! Happy to meet you`  Hey! I have story ! It’s so interesting! Do you want to hear?!  S; Yes!!!!!!!!  T/rainbow fish: Okay. We’ll hear the story later! See you.  -----------------------------------------------------------------------------------------------------------------  **<Whisper game>**  We need to two teams .line up in two lines.(This team is A team, This team is B team)  I have some cards. These cards say some words (or sentences).  The first person of both A team and B team can see the cards.  The first person whispers the words to the second person.  The each player whispers the words to the next player.  Last person can say the words.  The team which can repeat the words first and correctly wins. |

**TASK-PREPARATION** \*Materials: FLASH CARD, STORY BOOK : THE RAINBOW FISH, White board

|  |  |  |
| --- | --- | --- |
| **TIME** | **SET UP** | **PROCEDURES** |
| 2min  ----------  5min | Whole  ----------  Whole | **<Flash card>**  **Instruction::** Look at the picture cards and listen the word and repeat after the teacher.  **Demonstration::** Say the word three times and let them say once. And then show them how to  Match the picture  **CCQ::** Are you ready (to say)?//Can you say the word LOUDLY?//Can you match the picture?  **Feedback::** That was great!/ I love your big voices.  ----------------------------------------------------------------------------------------------------------------  **<Reading Story> The Rainbow Fish**  **-Plot summary:**  One day, a kid fish came to the rainbow fish. The kid fish asked the rainbow fish to give him a shining scale, but the rainbow fish rejected it. After that, the rainbow fish grew away from his friends. While having wandered alone, the rainbow fish heard the octopus grandmother's advice. After he heard the advice, he handed out his shining scales to his friends and became happy. Seeing the rainbow fish becoming happy |

**TASK-REALIZATION**

\*Materials:

|  |  |  |
| --- | --- | --- |
| **TIME** | **SET UP** | **PROCEDURES** |
| 3min  ----------  5min  3min | Whole  ----------  Whole  Whole | **<Comprehension Quesiton>**  -Where did Rainbow Fish live?  -Who was the most beautiful fish in the entire ocean?  -What did Rainbow Fish’s scales look like?  -Which fish asked Rainbow fish for a shiny scale?  -How did Rainbow feel when the fish asked for a scale?  -What is your favorite part in this story?  -----------------------------------------------------------------------------------------------------------------  **<Speech bubbles>**  Match the speech bubble with the sequencing picture  Put full stops in the speech bubbles.  **<Role play>**  discuss some of the characters, setting, and plot. |

**POST-TASK**

\*Materials: Worksheet

|  |  |  |
| --- | --- | --- |
| **TIME** | **SET UP** | **PROCEDURES** |
| 6min | pairs | **<Discussion>**  The story show us the joy of sharing. We all enjoy making present for Christmas or birthdays and we are feeling good doing so. To Share dose not only mean to give away something but above all to make happy someone else and it self. Have a discussion with student about what they think makes a good friend.  -Have you ever had to share something that was very special to you?  - Talk about Friendly Actions VS Unfriendly Action |