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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Cinderella’s story** |

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| Instructor:Yiyoung Kim(Julie) | Level:Pre- intermediate | Students:9 | Length:30min |

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| Materials:Flash cards- picture summary, bellWhite boards, board marker, eraser9 copies of storybookPPT for comprehension ox or true n false questions (Top-down)PPT for comprehension questions (mixed with Top-down and Bottom-up types)PPT for vocabularyPPT for storybook |

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| Aims:Ss will be familiar with key vocabulary through PPT with pictures, examples from storybook and T’ s explanationSs will be able to get the main idea by skimming the reading text and answering guiding questionsSs will improve scanning skill by answering true and false questions.Ss will improve speaking and listening ability by sharing ideas in a group.  |

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| Language Skills:Reading: reading fairy tale storybook “Cinderella”Writing: answering comprehension questions on the whiteboard and taking notes of group discussionSpeaking: answering true and false questions, reading among a group and sharing ideas in a group. |

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| Language Systems:Lexis: vocabulary regarding fairytale storybook ‘Cinderella’Phonology: understand of sounds of vocabulary and content of storybook.Function: understand of the words with pictures in PPT, skim and scan for text through activitiesDiscourse: Make own questions with classmates, and answering the questions in a group.  |

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| Assumptions:Ss are used to working individually and in groups of 3-4 or individuallySs know how to skim and scanSs know they should speak English only in class.Ss know how the class is set up and runSs may not be familiar with vocabulary regarding countable nouns, uncountable nouns, portionsSs need time to practice speaking before running the activitiesSs may be shy to speak out in front of others. |

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| Anticipated Errors and Solutions:* Give enough time to learn new words and give enough time to practice with partner
* Better not point out one person to present, but give task as pair or group work.
* Give more CCQ( Concept Checking Questions) so that keep checking whether they are following or not.
* Keep monitoring their pair or group works
* There may not be enough time to complete the lesson then Assign Ss to do as a homework assignment
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| References:Book ’Cinderella’ from online website,http://princess.disney.com/cinderellas-storyPPT made by Julie |

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| **Lead-In** |
| Materials: Power point slides- Vocabulary |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | wholewholewhole | **Procedure:****Greeting****Eliciting:****PPT**Learn new related ‘Cinderella’s story’ Speak it out loudly for 2 times each picture | **<Greeting & Brief rapport>**Welcome to the class, good afternoon, everyone, how are you today?How was your lunch? Was it good? **<Elicit>**Can you notice what is it? What can you see?What is your favorite fairy tale? **<Topic>**Today we will read ‘Cinderella’s story’ and sharing and answering the questions regarding the story. |

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| **Pre-Activity** |
| Materials:Power point slides- Vocabulary9 copies of Story book |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min5min | WholePair or group for 3 ppl | Procedure:**Vocabulary**See the PPT and repeat after teachers’ saying**Read loudly a storybook in a group** | **< Vocabulary>**Before we start, let’s learn vocabulary that will help you to read the text.I will be grouping you with 3 people.Each of you read one page of storybook.I give you 5 minutes to read.**<CCQ>**How many people in your group?How many pages do you need to read?How much time do you have? |

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| **Main Activity** |
| Materials: Picture flash cardOx sign 10 pieces2 White board 2 Eraser2 marker |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min5Min5Min | GroupWholegroup | **<Matching pictures in order>**Step1 match the pictures Step2 read loudly 1 page for each student.Step3 ring the bell.**<True and False questions>**Top to bottom type of questionsStep1 spread the newspaper on the groundStep2 stand up on the newspaperStep3 raise the hand with ‘O’ sign if answer is correct. Sit down with ‘X’ sign if answer is incorrect. If answer is wrong, fold a newspaper in half. Students will be out when their feet touch on the ground**<comprehension questions>**Mixed with bottom up type of questionsStep1 Divide into groupsStep2 Read question togetherStep3 Ready to write down on the answer on whiteboard with marker.Step4 Raise hands with a whiteboard. | **<Matching pictures in order>**Let’s make pictures in order, as you can see here.Step1 match the pictures Step2 read loudly 1 page for each student.Step3 ring the bell.**<CCQ>**1. what do we need to do first?
2. What is the next?
3. At the end of read what do we need to push?

**<OX build on Newspaper>**Step1 spread the newspaper on the groundStep2 stand up on the newspaperStep3 raise the hand with ‘O’ sign if answer is correct. Sit down with ‘X’ sign if answer is incorrect. If answer is wrong, fold a newspaper in half. Students will be out when their feet touch on the ground**<CCQ>**1. Where do we need to stand up?
2. If your answer is correct what do you need to do?
3. If your answer is wrong what do you need to do?

**<Tippy toe questions>**Step1 Divide into groupsStep2 Read question togetherStep3 Ready to write down on the answer on whiteboard with marker.Step4 Raise hands with a whiteboard.**<CCQ>**1. Who is your group?
2. If you know the answer what you need to do?
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| **Post Activity** |
| Materials: A piece of paper |
| Time | Set Up | Student Activity | Teacher Talk |
| 3Min2min | GroupWhole | **<Make own question>**Make own 1 question and ask and answer each other**<Closing>** | **<Make own question>**Let’s make own questions and ask each of classmates in a group. Thank you for joining!!No homework for today!See you next time! |

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| **SOS Activity** |
| Materials: A piece of paper |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | group | **<Make more own questions>** | **<Make more own questions>**Let’s make own questions and ask each of classmates in a group |