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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, bell  White boards, board marker, eraser  9 copies of storybook  PPT for comprehension ox or true n false questions (Top-down)  PPT for comprehension questions (mixed with Top-down and Bottom-up types)  PPT for vocabulary  PPT for storybook |

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| Aims:  Ss will be familiar with key vocabulary through PPT with pictures, examples from storybook and T’ s explanation  Ss will be able to get the main idea by skimming the reading text and answering guiding questions  Ss 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 discussion  Speaking: 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 activities  Discourse: 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 individually  Ss know how to skim and scan  Ss know they should speak English only in class.  Ss know how the class is set up and run  Ss may not be familiar with vocabulary regarding countable nouns, uncountable nouns, portions  Ss need time to practice speaking before running the activities  Ss 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-story  PPT made by Julie |

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| **Lead-In** | | | |
| Materials:  Power point slides- Vocabulary | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | whole  whole  whole | **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- Vocabulary  9 copies of Story book | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  5min | Whole  Pair 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 card  Ox sign 10 pieces  2 White board  2 Eraser  2 marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  5Min  5Min | Group  Whole  group | **<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 questions  Step1 spread the newspaper on the ground  Step2 stand up on the newspaper  Step3 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 questions  Step1 Divide into groups  Step2 Read question together  Step3 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 ground  Step2 stand up on the newspaper  Step3 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 groups  Step2 Read question together  Step3 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 |
| 3Min  2min | Group  Whole | **<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 |