

## Lesson Plan-Reading

Name: Jiamin Ruan

Date: February 12, 2014

Time: 60mins

### **I. Content:**

1. Learners: Sixth graded ESL students; about 12 years old; intermediate level; able to understand simple passages.
2. Institution: ESL program in Hawaii. Requirement class for non-native speakers of English.
3. The course: Reading development course; Fiction and non-fiction stories.
4. The class session: twice a week. Each session is about 60mins.
5. Materials: ppt of vocabulary, main idea worksheet, two stories

### **II. Context of the lesson:**

1. What had students already learn in the prior class?
  1. In the prior class, students have been taught present, past and future tense, and present tense of irregular verbs (have, go, stand, say, take, feel, and find)

<b>SLO</b>	By the end of the lesson, SWBT identify the main idea of a story by using skimming skill and summarize the
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	story by retelling the story in front of class in group.
<b>Language skill</b>	past tense irregular verb and nouns for people and object
<b>Reading skill</b>	Skimming skill for finding main idea
<b>Materials &amp; Equipment</b>	ppt of vocabulary, main idea worksheet, two stories

<b>Time</b>	<b>stage</b>	<b>Procedure</b>	<b>Rationales</b>
20mins	pre	<ol style="list-style-type: none"> <li>1. Greeting Ss</li> <li>2. Activity 1. Vocabulary review. (have, go, stand, say, take, feel, and find) <ul style="list-style-type: none"> <li>• Get students into group of 3</li> <li>• Instructor passes a set of pictures with the verbs to students</li> <li>• Ask students to make sentences by using the verbs with the pictures.</li> <li>• After students make their sentences, instructor asks one student from each group to write down their sentences on the white board.</li> <li>• Students provide feedback for the sentences on the white board, and then instructor provides feedback for the sentences on the white board as well.</li> </ul> </li> <li>3. The instructor introduces the past tense of the irregular verbs <ul style="list-style-type: none"> <li>• had, went, stood, said, took, felt, found</li> </ul> </li> <li>4. Activity 2. Vocabulary matching card game: <ul style="list-style-type: none"> <li>• Students get into group of 3</li> <li>• The instructor passes out a set of card with present tense irregular verbs and past tense irregular verb</li> <li>• Students turn the word side of the card face to surface of table</li> <li>• Students start matching the verbs by turn the cards over, but each person can only turn two cards per time. If the cards are not matching</li> </ul> </li> </ol>	<p>Motive students</p> <p>Create a good classroom atmosphere</p> <p>Review the irregular verbs that students learned in the last lesson</p> <p>Introduce past tense of the irregular verb</p> <p>Help students to memorize the past tense form of irregular verb</p>

		each other, the student needs to turn the card back and then the next student tries until all the cards get match.	
5 mins	pre	<p>5. Activity 2. Discussion:</p> <ul style="list-style-type: none"> <li>• Students get into group of 3</li> <li>• The instructor shows pictures to students</li> <li>• The instructor asks students questions about the pictures <ol style="list-style-type: none"> <li>1. What is this / who is this</li> <li>2. What they will do?</li> <li>3. What will happen with these two people and this thing?</li> </ol> </li> <li>• Students present their idea to the class</li> </ul> <p>6. The instructor introduces the nouns of people and object that just show on the picture:</p> <ul style="list-style-type: none"> <li>• Noun for people: prince, princess</li> <li>• Noun for object: pea</li> <li>• Instructor asks “Does anyone know any stories that relate to the three nouns that we just learn today?”</li> </ul> <p>7. Introduce topic: “So today, we are going to read stories and learn how to find main ideas in stories.”</p>	<p>Motive students</p> <p>Engage students</p> <p>Link to students background knowledge</p> <p>Introduce the nouns to students</p> <p>Let students have a basic idea of the story</p> <p>Introduce lesson topic</p>
7 mins	During	<p>8. The instructor passes a story sheet to students</p> <p>9. Activity3. Main idea worksheet:</p> <ul style="list-style-type: none"> <li>• The instructor passes students comprehension worksheet</li> <li>• Ask students to get into group of 3 and work on the worksheet together</li> <li>• Students exchange the worksheet with other groups and double check each other’s answers</li> <li>• Instructor will post the correct answer on the ppt</li> </ul>	<p>Cooperation</p> <p>Engaging students by the topic of the story</p> <p>Develop skimming skill of reading for main ideas</p>

8mins	During	<p>10. Activity 4. Summary of the story:</p> <ul style="list-style-type: none"> <li>• Students stay in the same group</li> <li>• Students write a summary of the story by using the work sheet that they just complete</li> <li>• Present the summary to the rest of the class</li> </ul>	<p>Checking students understand of the story. Student cooperation</p>
20mins	post	<p>11. Post activity: story telling</p> <ul style="list-style-type: none"> <li>• Students stay in the same group</li> <li>• The instructor passes each group a different story</li> <li>• Students find the main idea of each stage of the story</li> <li>• Draw pictures of each main idea on a poster</li> <li>• students write the main idea on the backside of the poster</li> <li>• Create a name of the story of their group</li> <li>• Retell the story to the rest of the class (each group have 4mins to present their story)</li> </ul> <p>12. Homework: Read a story book from school library and write down the main idea of the story on the journal book. Bring the journal book to the next class and share with each other. (Instructor helps students find their books in school library.)</p>	<p>Check students skimming skill for finding main ideas Student cooperation Provide opportunity to students to use skimming skill that they just learn Assign homework</p>

**What will be the next class session about?**

In the next class session, the instructor will introduce scanning skill to students and teach them how to use this scanning to find information.

Materials:

Activity 1. Vocabulary Review



**Have**



**Go**



**Stand**



**Say**



**Take**



**Feel**



**Find**

Activity 2. Verb Matching Game

Have	Had
Go	Went
Stand	Stood
Say	Said
Take	Took
Feel	Felt
Find	Found

Story:1

### **Princess and Pea**

ONCE upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! What a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

“Well, we’ll soon find that out,” thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

On this the princess had to lie all night. In the morning she was asked how she had slept.

“Oh, very badly!” said she. “I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It’s horrible!”

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

There, that is a true story.

Princess and Pea. (n.d.). *Hans Christian Andersen*:. Retrieved May 4, 2014, from <http://hca.gilead.org.il/princess.html>



Main Idea worksheet

Date	Student's name	
Story name		
Paragraphs	Main character(s)	Main Idea
Ph#1		
Ph#2-3		
Ph#4-5		
Ph#6		
Ph7		
Overall main idea		

Post task stories:

Story 1:

On a warm winter morning, two Lizards sat on a high wall of an old mill. They were enjoying the bright sunshine. One Lizard kept dreaming all the time and was unhappy. The other was older and wiser.

“How miserable is our situation!” cried the Unhappy Lizard. “No one notices us. We are small and have such dull lives. Look at the other bigger animals. They are so royal and majestic!”

The Unhappy Lizard sighed, “I wish I was born a deer. To be quick and have great, big horns! And live proudly in the royal forest.”

At that very moment, a pack of dogs ran past, chasing a deer. The deer was tired and the hungry dogs pounced on it.

The Lizards watched in horror.

The Wise Lizard said to his complaining friend, “You wanted to be in place of this poor deer!”

“You should learn from what you just saw. You are not beautifully coloured or quick on your feet. But, you are alive!

Destiny is kind to you. You are small and safe from danger, unlike the bigger animals!”

Short Story. (n.d.). *The Two Lizards*. Retrieved May 4, 2014, from <http://shortstoriesshort.com/story/the-two-lizards/>

Story 2:

The animals in Happy Valley were sad. They were all troubled that some creatures were unkind to the others. The strong, kind Elephant was their leader, so the animals ran to him and told him all.

The Elephant wanted to know which animals were bad. So, he called the animals for a meeting and told them to stop their bad habits. Being lazy, cruel, selfish or jealous would spoil the happiness of the whole forest.

All the gentle animals like the Dog, Camel, Sheep, Dove, Ant and Bee, listened carefully to the Elephant's words. They nodded in agreement. However, animals like the Tiger, Wolf, Snake, Wasp, Hornet, Fly, Grasshopper and Ape became very angry with the Elephant's words. These animals were cruel and mean to the weaker animals. They grumbled and murmured loudly.

The Elephant trumpeted for silence.

Then he continued, "I gave my advice to everyone here, but only some of you were happy to hear me!" He explained that those who agreed with his advice were the good animals, but the ones who were angry with his words were the real troublemakers!

Short Story. (n.d.). *The Elephant and the Animals*. Retrieved May 4, 2014, from

<http://shortstoriesshort.com/story/the-elephant-and-the-animals/Story3>

### Story 3.

One morning, a Hunter was following an animal. He tied his Dogs in pairs, so that they would hunt in an orderly way, and not pull in different directions.

Jowler and Vixen were tied together as a couple. They were both young and new to hunting. The two Dogs were good friends and always played together. They took each other's sides in a quarrel. The other Dogs thought that they would be good partners.

However, they acted strangely when tied together. They both liked to go in opposite directions and walk in a different manner. Both of them would pull the other in different directions and soon this would end in a quarrel. Jowler, the male, treated Vixen, the female, badly.

He did not take care to lead Vixen properly or kindly.

An old Dog watching the two Dogs fight with each other, scolded them, "Silly Puppies, why are you always fighting with each other? Why don't you ask what the other wants? Then you can both be at peace! I realized this when I was in the similar situation as you."

Short Story. (n.d.). *The Dogs*. Retrieved May 4, 2014, from <http://shortstoriesshort.com/story/the-dogs/>

Story4:

One day, a good-natured Spaniel and a grumpy Mastiff were travelling on the same road.

Although the Spaniel was an entire stranger to the Mastiff, the Spaniel very politely approached him and asked, “May I please walk with you on this journey?”

The Mastiff replied, “I have no problem, you may walk along with me.”

Both the dogs started walking together, chatting with each other.

Mastiffs are huge and by nature protective, but very ferocious dogs. Soon the two reached the next village. The Mastiff began to show his nasty nature. He growled at everyone he met, without any reason. He started leaping and snapping at them.

The annoyed villagers ran out with great sticks. They wanted to protect their own dogs. Then, they struck both the dogs mercilessly. The poor Spaniel was also not spared. He got badly beaten just for being found in the company of the nasty Mastiff.

The Spaniel said, “Alas, I was never beaten in this manner before. Now, I know that quick friendships with strangers can be bad. One’s good or bad fortune depends upon the type of friends one makes!”

Short Story. (n.d.). *The Spaniel and the Mastiff*. Retrieved May 4, 2014, from

<http://shortstoriesshort.com/story/the-spaniel-and-the-mastiff/>

## Story 5

A mother duck and her little ducklings were on their way to the lake one day. The ducklings were very happy following their mother and quack-quacking along the way.

All of a sudden the mother duck saw a fox in the distance. She was frightened and shouted, “Children, hurry to the lake. There’s a fox!”

The ducklings hurried towards the lake. The mother duck wondered what to do. She began to walk back and forth dragging one wing on the ground.

When the fox saw her he became happy. He said to himself, “It seems that she’s hurt and can’t fly! I can easily catch and eat her!” Then he ran towards her.

The mother duck ran, leading the fox away from the lake. The fox followed her. Now he wouldn’t be able to harm her ducklings. The mother duck looked towards her ducklings and saw that they had reached the lake. She was relieved, so she stopped and took a deep breath.

The fox thought she was tired and he came closer, but the mother duck quickly spread her wings and rose up in the air. She landed in the middle of the lake and her ducklings swam to her.

The fox stared in disbelief at the mother duck and her ducklings. He could not reach them because they were in the middle of the lake.

Dear children, some birds drag one of their wings on the ground when an enemy is going to attack. In this way they fool their enemies into thinking they are hurt. When the enemy follows them this gives their children time to escape.

KidsWorldFun. (n.d). *The Devoted Mother*. Retrieve from: [http://www.kidsworldfun.com/shortstories\\_thedevotedmother.php](http://www.kidsworldfun.com/shortstories_thedevotedmother.php)

