

Listening

Name Shin, Yong Ah	Title or explanation Rosie's Walk (preposition)	Time 40 minutes
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Level/Age

9~10-year-old elementary student / beginner's level

Language focus

Target language: preposition + vocab.(countryside)

(eg. across the yard, around the pond, over the haystack, past the mill, through the fence, under the beehives)

Specific language skill focus:

Culture: N/A

Student learning objective and assessment activity

By the end of the lesson, SWBAT... understand the story "Rosie's Walk" by being able to retell the story using cut-out puppets.

Task:

**Take a look at this example lesson plan.
Some content has been deleted and you
need to fill in the details.**

**Add the correct skill in the box "Specific
language skill focus" above - listening or
speaking.**

**Look at the steps of the lesson below.
Add the correct labels in the "Stages".
The labels could be E / I / F or P / D / P.**

Steps	Stages	Time	Procedure
1		2min	<p>1.) Introducing the topic “countryside”</p> <p>a) T shows a picture of “countryside” on PPT and elicits “countryside.”</p> <p>b) T asks SS’s personal experiences. “Have you been to countryside? What did you do there?”</p>
2		3min	<p>2.) Checking background knowledge</p> <p>a) T shows a study board to SS and explains the instructions to follow. [Instruction]</p> <ul style="list-style-type: none"> - Attached at the back of the study board, there is an envelope with picture cards inside. - Half of the pictures represent things (=or places) in the city, and the other half represents as things (=or places) in the country. The country words are from the story “Rosie’s Walk.” - SS are asked to place the pictures in the correct side of the study board. (city pictures on the right side, country pictures on the left side) <p>b) SS will be divided by groups of 2 and each group will be provided with one set of study board.</p> <p>c) SS work on their group task.</p> <p>d) Check the answers together with T.</p>
3		3min	<p>3.) Pre-teaching some difficult keywords (prepositions)</p> <p>a) Using a transparent plastic cup and a small figure doll, introduce prepositional words that SS will listen in the story “Rosie’s walk.”</p> <p>eg. moving the doll around the cup will explain the word “around.”</p> <p>(across the desk, around the cup, over the cup, past the cup, through the cup, under the cup)</p> <p>b) If time allows, pass the cup and doll around and have each student to move the doll as T commends.</p>
4		4min	<p>4.) Listening task #1: Listening for gist</p> <p>a) T asks S to listen to the story and figure out the answer for Q. “The fox is trying to chase after the hen. What will happen to the hen?”</p> <p>b) T reads the story (only verbally)</p> <p>c) SS, in pair, discuss about the question.</p> <p>d) T checks if their answer is correct.</p>

Steps	Stages	Time	Procedure
5		3min	<p>5.) Listening task #2: Listening for specific words.</p> <p>a) Have SS to copy as T mimes each preposition word. b) T tells SS that T is going to read them the story one more time. Ask them to mime every time they hear preposition word. c) T reads aloud the text again.</p>
6		5min	<p>6.) Listening task #3: matching activity</p> <p>a) T shows a study board to SS and explains the instructions to follow. [Instruction] -The study board is the background illustration of the storybook. -T provides a drawing for each place and the main characters. -SS are to paste appropriate cut-outs to according to the sentence on PPT. b) SS will be divided by groups of 2 and each group will be provided w/ one set of study board. c) PPT shows one sentence at a time. SS in group paste the cut-outs on their study board. d) SS put up their study board for T to check the answer.</p>
7		10min	<p>6.) Storytelling (with paper puppets)</p> <p>a) Explain how they are going to do. [rules] -SS use the same study board as their storytelling stage. b) Allow time to prepare storytelling. (divide roles within a group and practice) c) Have each group to come out front and present their storytelling. Other SS have more chance to listen to the story.</p>
8		10min	<p>7.) Listening task #4: Creating a story (Rosie's Walk in the City)</p> <p>a) T divides SS into group of 3~4 and asks each group to come up with places in the city where they want Rosie to visit. b) T distributes a worksheet and a set of color pencils to each group. c) Have SS to create a new story about Rosie's walk in the city. [rules] -Main characters are the same as the original story. -Need to use at least one prepositional word for each episode.</p> <p>**If time is not enough postpone it to be continued next class.</p>