

Lesson Plan

Teacher: -----

Students' Age & Level: Pre- Intermediate - 6th Grade

Class Size: 30 Students

Class Length: 40 Minutes

Title of the Short Story: Self Loving Colors

Objectives: At the end of the lesson, students will be able to identify the short story's characters.

At the end of the lesson, students will be able to scan the text for specific information.

At the end of the lesson, students will be able to recognize and underline the past participles.

At the end of the lesson, students will be able to create regular past participles from the given verbs.

At the end of the lesson, students will be able to match colored shapes with their correct meanings.

Presumed Knowledge: Color vocabulary. Past simple tense.

Technological Devices: Smart board or projector, activity sheets.

Student Resources: Story book or printed reading passage.

Teacher Resources: Story book, worksheets, reading passage or computer.

Procedures:

	Time	Grouping	Activity/Procedure	Rationale(s)	Skill(s)	Materials
Pre-Reading Activity 1	10 Minutes	Individual	<p>Task students to look at the picture from the cover page of the book and ask the following questions. “What is the boy doing?” “Is he happy?” “What is he drawing?” “Can you tell me the names of these colors?” “What is this story about?”</p> <hr/> <p>Give them a basic color matching activity where they match the colors with the appropriate colored shapes. Give them 5-7 minutes and after they are done, go over them one by one. Alternatively, Give them a coloring activity and ask them to match them to their meanings after they are done coloring.</p>	<p>Introduce the topic</p> <p>Prepare students for reading.</p> <p>Pre teach vocabulary</p>	Listening, Speaking	Cover Page of the Story

<p>While-Reading Activity 1</p>	<p>10 Minutes</p>	<p>Individual</p>	<p>Ask students to read the passage, but also circle any colors they see. Give them around 5 minutes.</p> <p>After 5 minutes or so, ask the students to read the text again but this time, ask them to circle the words about the past.</p>	<p>Have students read and scan the text for specific information</p>	<p>Reading</p>	<p>Reading Passage</p>
<p>Post-Reading Activity 1</p>	<p>10 Minutes</p>	<p>Individual</p>	<p>After they have read the text again, go over the text sentence by sentence and ask students question about the past participles such as;</p> <p>“What is common in these 2 sentences?”</p> <p>“Is this happening now, or in the past?”</p> <p>Draw a timeline* Or have your students draw a timeline and show them/have them show you when the actions are</p>	<p>Have students pay attention to the past tense and past participles</p>	<p>Speaking Reading</p>	<p>The Story</p>

			happening. “Why did this word change?”			
Post-Reading Activity 2	10 Minutes	Group work / Individual	<p>Give your students 5 to 10 minutes to draw a picture of their last trip. You may start by drawing an example yourself on the board. After they are done, if possible, ask them to show their drawings to their partners. After they are done, ask them to write 4-5 sentences about their drawings and their trip. You may also ask them to write about their partners’ drawings. Ask them to read their or their friends’ texts and correct any spelling or grammatical mistakes.</p> <p>ALTERNATIVELY</p> <p>Place students into groups of 3, depending on how many you have, and have them</p>	Improve speaking and writing skills. Practice what they have learned.	Speaking Writing	-

			<p>write it together. After they're done, collect all their writings and give each to another group and have them correct mistakes.</p> <p>After they're done, choose one from each group to read their text out loud and ask them what they think about others' texts.</p>			
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Assessment and Evaluation:

Groupwork, listening and writing activities

