**Hiking with Moomu**

**I. Context:**

1. The learners: Korean 9th graders. Beginning intermediate.
2. The language context: Students have a fairly wide vocabulary understanding along with an understanding of sentence structure.
3. The institution: A public high school in Korea.
4. The course: 50 minutes.
5. Materials: PowerPoint, worksheets, and pens (for circling and underlining vocabulary and misunderstood words).

**II. Contextualization of a lesson:**

1. How is the course organized and what has been covered prior to the lesson? The course blends all of writing, reading, listening, and speaking. However, more emphasis is placed on speaking. Most SLO’s are realized through speaking activities. However, in this case a visual aid will support SLO completion.
2. What lesson were the learners taught prior to your lesson? This on day of a unit that evolves more unusual activities aside from the beginner level sports and hobbies learned. (i.e. knitting, hiking, snorkeling, surfing, model building).

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| **Overall lesson goal(s):** | Students will be introduced to words that are used within the reading that might pose problems.  Students will use the verbs “to lend” and “to borrow” within a short story that they tell to their groups members. Their group members will be able to correctly identify who borrowed what from whom and why they needed to borrow it. |
| **Lesson objectives (SLO):** | By the end of the lesson students will be able to demonstrate their understand of the story "Hiking with Moomu" by explaining in writing the story and comparing it with a partner and discussing what they might have left out of their summary. |
| **Materials & equipment:** | PowerPoint, worksheets, and pens.  Key vocabulary: bored, hiking, trail, oozing sap, waterfall, stump, bug/insects. |

Procedure:

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| Stage | Time | Activity | Interaction | Rationale |
| P | 5 | Ask the students what they like to do on a nice day and have them discuss with a partner | T-Ss  S-S | Introduces the reading topic and engages the students. |
| P | 7 | Go over vocabulary that is related to hiking by eliciting the word based on given pictures. Have the students repeat after the teacher once the word is revealed. | T-Ss | Provides students with an explanation of words that are useful fro the topic of hiking and the reading. |
| P | 3 | Have the students discuss with a partner their experiences with hiking. Make sure they discuss whether or not they like hiking or if they've never been if they would like to go. If they haven't been and do not want to ask them why. | S-S | Triggers the students background information about the subject. |
| D | 6 | Provide the students with the reading "Hiking with Moomu." The students have time to read it on their own and circle any words they do not understand and underline the words that were just covered by the vocabulary lesson. The students then get with a partner and discuss what the meaning of the circled words might be along with practicing defining the vocabulary words. | S-S | Allows the students to better understand the reading before any questions are asked. It will help the students be more engaged seeing as they have time to talk with a partner. |
| D | 8 | Provide the students with a worksheet that has questions pertaining to the reading. The students will answer the questions as they go. Once they finished they find another partner and check their answers. After each pair seems to have finished the teacher calls on each pair to answer one of the questions | S-S  T-Ss  S-Ss | Get the students more familiar with the story while keeping them engaged and confident with the subject matter and questions. |
| D | 6 | In pairs the students are given the story cut out in sections in which they must place in the correct order of the story. Once the students correctly order the story they call the teacher over to check their answers. Once the class has finished the teacher calls on the students to read aloud the story based on which sentence comes next. | S-S | Gives the students another changes to better understand the story and hear it from a classmate. |
| D | 8 | The students rewrite the story without looking at any of the handouts. Once they write the story they compare their story retelling with a partner to see what they were missing. Once the pair checks their answers with each other they check their answers with the story. | S  S-S | Allows both the teacher and the student to check their comprehension of the story. Also by working in pairs the students are able to scaffold the correct answers. |
| P | 7 | The students plan in a group a hiking adventure with their classmates. In groups the students will plan a hike by filling out a worksheet that asked question that are hike related. | Ss-Ss | It associates the days lesson to something the students can possible do outside of class. If the class is taught in an area with a lot of hikes it could even get them more comfortable with the geography. |