

# Lesson Plan

Micro Lesson Video Link: <https://youtu.be/D0uLwfrTikE>

Business/Materials	Lesson Objectives			
<ol style="list-style-type: none"> <li>1. Pencil,</li> <li>2. Audio recording of the story.</li> <li>3. The picture book <i>The Very Hungry Caterpillar</i>,</li> <li>4. paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to listen and understand the story <i>The Very Hungry Caterpillar</i>.</li> <li>2. Students will be able to make an interactive conversation about this story.</li> <li>3. <u>Students will be able to compare, identify and produce the pronunciation of some difficult words</u></li> </ol>			
Warm-up and Objective Discussion				
<ol style="list-style-type: none"> <li>1. Have ss review the words they have learned. List all the words on the board and group them by the category: numbers, the days of the week, and the names of the fruits.</li> <li>2. Ask students where the butterfly comes from. Have them fill out a KWL form about their knowledge.</li> <li>3. Tell students today we will listen to a story describing how a caterpillar feeds himself and then changes into beautiful butterfly.</li> <li>4. Tell them to listen to the story carefully and they will do various activities to help them listen and understand this story.</li> </ol>				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
<ol style="list-style-type: none"> <li>1. Have students listen to the audio file of the story.</li> <li>2. They make Cornell Notes while they are listening.</li> <li>3. Then, have them review what they heard from their Cornell Notes and discuss with their partners. This is a Top-Bottom listening activity.</li> </ol>				
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
<ol style="list-style-type: none"> <li>1. Have the students listen to the audio file again.</li> <li>2. Give them a keywords list. They will check off all the keywords they hear.</li> <li>3. Have students draw an image palace listing each day of the week, fill in all the food the caterpillar eats for each day.</li> </ol> <p style="text-align: center;"><b>Independent Practice</b></p> <ol style="list-style-type: none"> <li>1. Ask students to talk with their partner about what the caterpillar eats on each day of the week.</li> <li>2. Have students memorize the story and present their story in class.</li> </ol>				

3. Walk around the classroom to find the words the students have difficulty to pronounce. Compare them with similar words and have students listen to the key sounds to identify the difference. Then have students produce the right pronunciation.

**Assessment**

R

W

L

S

1. Ask some students questions to check how they respond.
2. Check for the pronunciation of the difficult words.