Creating Your Own JHS Lesson

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Aims:

1) To develop students' understanding of Stan Lee's story through pictures prediction and differentiated reading comprehension questions.

2) To develop students' understanding of the role of abilities in relation to careers.

3) To improve students' abilities of collaboration when working in a group or pair.

Materials	1. textbook (Hanlin Version) B3U5 2. pictures & clip 3. mini whiteboards 4. markers & erasers 5. a computer & a projector		
Grade	eighth graders		
Time	45 minutes	**Date**	2017/11/04

Procedure

Task	Procedure	Time (min)

Pre task 1	➲ **Memory Game:【Whole Class & Group Work】【Word Level】**
	 a. Slide 1 gives 6 pictures and words about abilities, like drawing, reading, writing, acting, cooking, singing.
	 【Target language: drawing, reading, writing, acting, cooking, painting.】
	 b. T (Teacher) shows the pictures one by one, Ss (students) read the words aloud, and then T shows the words on the slide.
	 c. T reviews all the words by looking and saying.
	 d. Fly Swat Game:
	   (a) Ss are divided into 3 groups.
	   (b) T reads the sentences and Ss take turns to swat the pictures.
	     - I enjoy _____, so I want to be a singer. (singing)
	     - I enjoy _____, so I want to be an artist. (drawing)
		8 mins

	- I enjoy _____, so I like to go to the library. (reading)
	- I enjoy _____, so I love to write short stories. (writing)
	- I enjoy _____, so I want to be an actor. (acting)
	- I enjoy _____, so I like to help my parent cook. (cooking)
	e. Missing Word Game:
	   (a) T sets a model for Ss to understand how to play the game with their mini whiteboards.
	   (b) 1 missing word (drawing)→ 2 missing words (reading and writing)→ 3 missing words (cooking, singing, and acting)→ 6 missing words	

Pre task 2	➲ **Ranking:【Group Work】【Word Level & Sentence Level】**
	  a. Rank the abilities in order of importance of being a comic book writer.
	   (a) Ss are divided into 6 groups.
	【Procedural language: Who's got the pen? (T)；I've got the pen. (S)】
	   (b) T asks Ss to rank the abilities in order of importance of being a comic book writer.
	   (c) T asks Ss to compare their answers with their partners, and share the reasons.
	【Functional language: Whose turn is it? Who goes first? I think … is the most important. How about you? What's your answer? I agree with you. Why do you think so? Are you sure? I don't think so.】
	   (d) Ss write their answers on the mini whiteboards.
	   (e) For the faster groups, T asks them to share their answers and reasons with the other groups.
	【Functional language: We think… because…】
		12 mins

Main task	➲ **Differentiated approaches toward understanding Stan Lee's story 【Whole Class, Group Work & Individual】【Sentence Level】**
	a. Using pictures to predict content – "Stan Lee"
	  - Picture 1: Stan Lee and Spider-Man
	  - Picture 2: Drawing
	  - Picture 3: Reading
	  - Picture 4: Marvel
	  - Picture 5: Spider-Man, Thor, X-men
		16mins

- Picture 6: The comic book about Spider-Man
- Picture 7: The movie poster of Spider-Man

T asks Ss to answer the questions based on the pictures.
- Question 1: Who is the old man? What does the man do? (BCQ's)
- Question 2: What did the man enjoy doing when he was a child? (BCQ's)
- Question 3: What did the man enjoy doing when he was a child? (BCQ's)
- Question 4: What is it? What does Marvel create? (BTQ's)
- Question 5: Who are those heroes? (BCQ's)
- Question 6: What kind of book is it? What does it talk about? (BCQ's)
- Question 7: Why can a comic book be made into a movie? (BTQ's)

b. Each S reads the story and checks if it is close to their predictions.

c. Checking comprehension of the story – Different question types
   (a) Ss are divided into 6 groups.

【Procedural language: Who's got the pen? (T)；I've got the pen. (S)】

   (b) T asks Ss to read the True/False questions and discuss the answers with their partners.

【Functional language: What is your answer? Is it true or false? Why?】

     1. Stan Lee is a famous comic book writer. (T)
     2. Lee enjoyed drawing and writing at a young age and started to create picture books. (F)

   (c) T asks each group to show their answers on their mini whiteboards.

   (d) T asks Ss to read the multiple choices and discuss the answers with their partners.

【Functional language: Which one is the correct answer? Are you sure? I don't think so. You can find the answer in Paragraph…, Line….】

     1. How were the heroes in Lee's comic books?
      (A) They were strong.   (B) They were powerful.
      (C) They were not perfect.   (D) They were not smart.
     2. Why are Lee's comic books popular all over the world?
      (A) Because of the beautiful pictures.
      (B) Because of the great stories.
      (C) Because of the special writer.

	(D) Because of the strong heroes.
	
	(e) T asks each group to show their answers on their mini whiteboards.
	
	(f) T asks Ss to read the basic comprehension questions (BCQ's) and discuss the answers with their partners.
	
	【Functional language: Did you find the answer? Where is it?】
	
	    1. Who is Stan Lee trying to pose like?
	
	    2. Where did Stan Lee begin working in 1939?
	
	(g) T asks each group to show their answers on their mini whiteboards.
	
	(h) T asks Ss to read the beyond the text questions (BTQ's) and discuss the answers with their partners.
	
	【Functional language: What do you think? I think…because…/ Well, it might be…; What does…mean? ; How do you say… in English? ; Teacher, can you check my answer, please? 】
	
	    1. Why did Stan Lee want to work at a comic book company in 1939?
	
	    2. Why were the heroes in Lee's books not perfect?
	
	d. T asks each group to show their answers on their mini whiteboards and explain the reasons.
	
	e. For the faster groups, T asks them to share their answers and reasons with the other groups.
	
	【Functional language: We think⋯ because⋯】	

Post task	➲ **"What do you want to be?"**【**Whole Class & Pair Work**】【**Sentence Level**】
	
	a. Let's watch a clip. (All Stan Lee Cameos, https://www.youtube.com/watch?v=wFpak2hE1Jw)
	
	(a) T shows Ss BCQ's and BTQ's.
	
	    BCQ's 1: What did you see?
	
	    BCQ's 2: What did Stan Lee enjoy doing?
	
	    BCQ's 3: What did Stan Lee want to be?
	
	    BTQ's 1: What do you enjoy doing? Why?
	
	【Demonstration: S1: What do you enjoy doing? S2: I enjoy playing basketball because it's exciting.】
	
	【Idea box 1: playing baseball, singing, dancing, …】
	
	【Idea box 2: interesting, amazing, fun…】
	
	    BTQ's 2: What do you want to be? Why?
	
	【Demonstration: S1: What do you want to be? S2: I want to be a teacher because I like to be with kids.】
		9 mins

【Idea box 1: a cook, a nurse, a player, …】

【Idea box 2: to help people, to share the joy…】

❖*BTQ's 3: Imagine you're Stan Lee. What kind of hero do you want to create? Why?* **(Only for stronger learners)**

Differentiation

- **Tasks for fast finishers**
  1. Pre task 2 ~ Ranking: to share their answers and reasons with the other groups
  2. Main task ~ BTQ's: to share their answers and reasons with the other groups

- **Support for weaker learners**
  1. Pre task 2 ~ Ranking:

  【Functional language: Whose turn is it? Who goes first? I think … is the most important. How about you? What's your answer? I agree with you. Why do you think so? Are you sure? I don't think so.】

  【Functional language: We think… because…】

  2. Main task ~ Checking comprehension of the story – Different question types

  (1) True/False questions:

  【Functional language: What is your answer? Is it true or false? Why?】

  (2) Multiple choices:

  【Functional language: Which one is the correct answer? Are you sure? I don't think so. You can find the answer in Paragraph…, Line….】

  (3) BCQ's:

  【Functional language: Did you find the answer? Where is it?】

  (4) BTQ's:

  【Functional language: What do you think? I think…because…/ Well, it might be…; What does…mean? ; How do you say… in English? ; Teacher, can you check my answer, please? 】

  3. Post task ~ "What do you want to be?"

  (1) BTQ's 1:

  【Demonstration: S1: What do you enjoy doing? S2: I enjoy playing basketball because it's exciting.】

  【Idea box 1: playing baseball, singing, dancing, …】

  【Idea box 2: interesting, amazing, fun…】

(2) BTQ's 2:

【Demonstration: S1: What do you want to be? S2: I want to be a teacher because I like to be with kids.】

【Idea box 1: a cook, a nurse, a player, …】

【Idea box 2: to help people, to share the joy…】

- **Challenge for stronger learners**

  1. Post task ~ "What do you want to be?"

  BTQ's 3: Imagine you're Stan Lee. What kind of hero do you want to create? Why?

- **Relationship to learning styles**
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	Tasks	Learning Styles
Pre Tasks	Memory Game	Visual Verbal Auditory Kinaesthetic
	Ranking	Solitary Social Logical Verbal Auditory
Main Task	Differentiated approaches toward understanding Stan Lee's story	Visual Verbal Auditory Solitary Social Logical
Post Task	"What do you want to be?"	Verbal Auditory Social Logical

- **Sample differentiated materials**
  PPT1 Pre task / PPT2 Main task / PPT3 Post task

- **Extra notes**

- **Appendix (Hanlin B3U5)**

Stan Lee

Look at the picture on the right. The man is trying to pose like Spider-Man. His name is Stan Lee, a famous comic book writer.

Lee enjoyed drawing and reading at a young age and started to create comic book stories. In 1939, Lee began working at a comic book company. It later became Marvel Comics.

At Marvel, Lee and his team came up with many great comic books like Spider-Man, Thor, and X-men. The heroes in these books were very different: they weren't perfect; they were just like you and me.

These comic books are now movies. They are very popular all over the world because of the great stories. Lee shares the magic of comics with everyone. He is a hero of the comic book world.