

Lesson Title: “Aesop’s Fable: The Wind and the Sun”

Overview: Ss will read “Aesop’s Fable: The Wind and the Sun”

Age/level of Ss: Private Japanese middle school 7th grade/intermediate

Time: 55 minutes

Target Language:

Key Words

- argued, challenged, remove, blew, gusts, wrapped, exhausted, and shone

Additional Vocabulary/Expressions

- jacket, tightly, gently, and light

1. Language Skills: Reading – Ss will read “Aesop’s Fable: The Wind and the Sun”
2. Student Learning Objectives (SLO): **By the end of the lesson, SWBAT** demonstrate their understanding of the fable, “The Wind and the Sun”, by retelling the story with the aid of pictures and stating its moral.
3. When/how in the lesson will you check Ss progress toward the above learning objectives? What behaviors/activities will show me whether they have mastered the material? *The Ss will have mastered the material if at the end of the lesson they are able to put pictures of the story in order and state the moral of the story.*

Preliminary Considerations:

- a. What do your students already know in relation to today’s lesson?
Past tense and the function of *-er* attached to adjectives
- b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
Ss will have trouble fully understanding the vocabulary and in what contexts are they used.
- c. How will you avoid and/or address these problem areas in your last question?
T will support Ss by providing a lot of visuals that define or explain the vocabulary words and examples of how they can be used in a sentence.

Procedure:

Step	Time Min	Stage	Procedure/Steps	Interaction	Purpose of Activities
1	3	P	Greet Ss and ask Qs about fables <i>Have you read 'The Tongue Cut Sparrow' (say in Japanese)? What did you learn from this story? Have you heard of any other stories that teach you a lesson?</i> <u>Slide 1</u>	T-Ss	<ul style="list-style-type: none"> ○ Create good rapport with Ss ○ Activate schema by having Ss think about a common fable in their culture ○ Introduce topic
2	7	P	Pre-Teach Key Words <ol style="list-style-type: none"> 1. Ask Ss to describe the picture(s), which will define the word. Ask Ss Qs that will elicit answers that will help define the word. 2. Introduce word and have Ss repeat. 3. Use the word in a simple sentence and have Ss repeat. 4. Ss will repeat the sentence to each other. 5. Repeat for all 9 key words. <u>Slides 2-9</u>	T-Ss S-S	<ul style="list-style-type: none"> ○ Familiarize Ss with vocabulary they might not know from the text ○ Elicit what Ss already know and use that knowledge to learn the vocabulary ○ Model pronunciation and word usage
3	4	P	Key Words Practice <ol style="list-style-type: none"> 1. Ask Ss to match the key words with the correct picture that defines the words. 2. Have Ss check answers with each other in pairs, and then with the PPT. 3. Distribute to each pair of Ss the same worksheet, pre-cut into individual words and pictures. One S will show the pictures one by one, and the other S will show and say the word. 4. Switch 5. One S will show the word, and the other S will show the picture and say the word. 6. Switch <u>Worksheet #1 and Slide 10</u>	S-S	<ul style="list-style-type: none"> ○ Model task to make sure Ss understand what to do ○ Create more opportunity for Ss to become comfortable with vocabulary ○ Have Ss work together to learn ○ By monitoring, ensure Ss know vocabulary before moving on to reading the text.
4	8	D	First Reading Task <ol style="list-style-type: none"> 1. Put Ss in groups of four. 2. Have the Ss read the text individually and silently. 3. Hand out worksheet and have the Ss answer general Qs about the text. <i>Main characters, what are they doing, what is the man wearing, etc.</i> 4. Ss check As with those around them. 5. Elicit answers from Ss to check, and use PPT to show correct As. 	T-Ss Ss-Ss	<ul style="list-style-type: none"> ○ Get Ss thinking about the text in general terms ○ Create comfortable learning environment for Ss to share answers ○ Stretch activity to check and ensure Ss comprehension

			<p>6. Put Ss into pairs. 7. Have the one S ask the Qs and the other S answer without looking at the As. 8. Switch.</p> <p><u>Worksheet #2 and Slide 11</u></p>		
5	4	D	<p>Second Reading Task</p> <p>1. Have the Ss read the text individually and silently. 2. Hand out pictures depicting main points of the story to each S. 3. Have Ss order the pictures, an individual task. 4. Ss check with partner and then check with PPT.</p> <p><u>Worksheet #3 (cut up) and Slide 12</u></p>	S-S	<ul style="list-style-type: none"> ○ Different activity for the kinesthetic and visual learners ○ Ss learn together by checking answers together ○ Check Ss comprehension of main points of the story
6	8	D	<p>Third Reading Task</p> <p>1. Hand out the story cut into strips of paper. 2. Have Ss match the strips of paper (reading the text again) with the pictures, which they ordered in the previous task. 3. Show correct order of pictures and words for the Ss to check As. 4. Ss take turns reading the story to partner.</p> <p><u>Worksheet #4 (cut up) and Slides 13-14</u></p>	S-S	<ul style="list-style-type: none"> ○ Ordering the story with text matching pictures shows further comprehension of the story and its details ○ Ss practice their reading aloud skills (with text support)
7	6	D	<p>Fourth Reading Task</p> <p>1. Have the Ss read the text individually and silently. 2. Hand out worksheet and have the Ss fill in cloze activity that will help them think about how the Wind and the Sun acted differently and whose way was better. 3. Ss check answers with partner. 4. Have Ss take turns reading through the cloze activity. T shows answers on PPT.</p> <p><u>Worksheet #5 and Slide 15</u></p>	S-S	<ul style="list-style-type: none"> ○ Aid Ss into figuring out what the moral of the story is ○ Check the Ss comprehension of the story's details ○ Ss practice their reading aloud skills (with text support)
8	8	D	<p>Fifth Reading Task</p> <p>1. Have the Ss read the text individually and silently. Then remove all language support. 2. Have Ss retell the story to their partner using the pictures as an aid. 3. Switch 4. Ask Ss to work in pairs and write down the lesson of the story in one sentence. 5. Pairs share their sentences with each other.</p>	S-S Ss-Ss	<ul style="list-style-type: none"> ○ Ss practice their storytelling skills (without text support) ○ Create a fun environment for storytelling ○ Having the Ss work together results in cooperative learning

			No worksheet or PPT slide required.		
9	7	P	<p>Post Activity</p> <ol style="list-style-type: none"> 1. T gives a personal example of when gentle persuasion was stronger than force. 2. Have Ss discuss in groups if they have had any similar experiences when good came from being gentle/bad came from being too strong. 3. Show example situations on PPT and have Ss decide in which situations being gentle would be better and in which situations being strong is okay. 4. Have Ss regroup with three new Ss and share answers. <p><u>Slide 16</u></p>	T-Ss Ss-Ss	<ul style="list-style-type: none"> ○ Create more rapport with Ss by sharing a personal story ○ Ss connect the text to their own lives ○ Have Ss apply the story's moral to other real life situations

Aesop's Fable: The Wind and the Sun

The wind and the sun argued one day over which one was stronger. Seeing a man walking on the road, they challenged each other to see which one could remove the jacket from the man the fastest.

The wind started. He blew gusts of air so strong that the man could not walk. But the man wrapped his jacket around him tightly. The wind blew harder and harder, and the harder the wind blew, the tighter the man wrapped his jacket around him. The wind blew until he was exhausted, but he could not remove the jacket from the man.

Next was the sun's turn. He gently shone his light on the man. The sun did very little, but quietly shone on the man until the man became so warm that he took off his jacket and sat under a tree to rest.

Name: _____

Date: _____

Worksheet #1 - Vocabulary Practice: Match-Up

_____ argued

a.



_____ challenged

b.



_____ remove

c.



_____ blew

d.



_____ gusts

e.



_____ wrapped

f.



_____ exhausted

g.



_____ shone

h.



Name: _____

Date: _____

Worksheet #2 – Short Answer

1. Who are the three main characters?

2. What is the man wearing?

3. What did the wind do to the man?

4. What did the sun do to the man?

5. Who won the challenge?

Worksheet #3



Worksheet #4

The wind and the sun argued one day over which one was stronger.

Seeing a man walking on the road, they challenged each other to see which one could remove the jacket from the man the fastest.

The wind started. He blew gusts of air so strong that the man could not walk. But the man wrapped his jacket around him tightly.

The wind blew harder and harder, and the harder the wind blew, the tighter the man wrapped his jacket around him. The wind blew until he was exhausted, but he could not remove the jacket from the man.

Next was the sun's turn. He gently shone his light on the man.

The sun did very little, but quietly shone on the man until the man became so warm that he took off his jacket and sat under a tree to rest.

Name: _____

Date: _____

Worksheet 5 – Fill in the Blank

Directions: Fill in the blanks with words that best complete the story.

The wind blew gusts of air so _____ that the man could not walk. But the man _____ his jacket around him tightly. The wind blew harder and harder, and the _____ the wind blew, the _____ the man wrapped his jacket around him. The wind blew until he was exhausted, but he _____ remove the jacket from the man. The sun _____ shone his light on the man. The sun did very _____, but quietly shone on the man until the man became so warm that he _____ his jacket and sat under a tree to rest.