

Lesson Title: “The Tiger’s Whisker”

Class and Grade level(s): Intermediate English as Foreign Language; grades 9-12

Goals and Objectives - The student will be able to:

- Identify Korea on a map.
- Learn new vocabulary and be able to use the words in context.
- Compare and contrast various folktales.
- Recognize main parts of the story.
- Recall key points of the story.
- Recognize and practice using modals.

Curriculum standards addressed: For Kansas TESOL

Goal 1: to use English to communicate in social settings

- Standard 1: Students will use English to participate in social interactions.
- Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- Standard 3: Students will use learning strategies to extend their communicative competence.
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Goal 2: to use English to achieve academically in all content areas

- Standard 1: Students will use English to interact in the classroom.
- Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge

Time required/class periods needed: Five class periods

Primary source bibliography:

Stern, Anita. World Folktales, an Anthology of Multicultural Folk Literature. 1994. National Textbook Company.

Other resources used: n/a

Required materials/supplies: Atlases, text for “The Tiger’s Whisker”, dictionaries, advice columns from daily newspapers

Vocabulary: Hermit, charms, potions, depressed, roughly, ingredient, whisker, creep (crept), cave, tame, vicious, patient, shocked, dawn, trail

Procedure:

Day 1

Pre-reading activities

1. *Journal activity:* What do you know about tigers? What stories do you know about tigers or other wild animals?
2. *Compare/contrast* stories about tigers and animals from various cultures
3. *Think-pair-share activity:* When people have personal problems, who can they turn to for advice? Who do you turn to for advice?

Day 2

Vocabulary activities

1. *Matching activity:* In groups, match cards with vocabulary word and definition
2. *Vocabulary worksheet:* Complete worksheet with vocabulary and definition
3. *Using vocabulary:* Choose 5 vocabulary words and write a sentence for each leaving a blank where the word goes; trade papers with a partner and complete the sentences

Day 3

Reading text: "The Tiger's Whisker"

1. Locate Korea in an atlas; read the introduction and the story; identify and write the sentences that use the vocabulary words; write 5 questions about the story

Day 4

Reading comprehension activities

1. Work with a partner and answer questions from Day 3; construct chart identifying characters, setting, plot, problems and solutions; match first part of the sentence with its ending.

Day 5

Writing activities

1. Review modals; use newspaper advice columns to identify modals; write a letter to a newspaper requesting advice for Yun Ok's problem; write a response to Yun Ok; compare and discuss letters.

Assessment/evaluation:

Students will complete a "test" focusing on vocabulary, vocabulary in context, reading comprehension, story components, modal usage, and map identification.