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| LITERATURE WITH ICT TOOLS |
| SECONDARY SCHOOL , ADANA,TURKEY TEACHER: ONUR CEKIN  |
| lesson plan: NASREDDIN HODJA  | resources: INTERNET, ONLINE TOOLS  |
| level: **secondary SCHOOL** | lesson number: **1** |
| Age of students: 12,13 |  |
| UNIT: AN IMPORTANT FIGURE IN TURKISH LITERATURE | SUBUNIT:NASREDDIN HODJA'S ANECDOTES |
| GENERAL GOALS: Students will enhance their knowledge about anecdotes of Nasreddin Hodja and his style, his biography, reflection of social and cultural life in that time.  |
| VOCABULARY covered during the lesson: Expressions and common used Turkish words used at that time of the period, characteristics of his anecdotes, punctuation in an anecdote, the theme and main feelings, witty ending.  |
| REQUIRED PRE KNOWLEDGE: Making a research at that time of the period, his style and biography, his contribution to Turkish literature.  |
| SPECIFIC OBJECTIVES (specify skills / information that will be learned): Students will learn why this figure is so crucial in our Turkish literature. Students will know how his anecdotes were transferred from generation to generation, his sense of humor and his witty jokes. They will have a better understanding in the punctuation. They will learn about this text type.They will learn the cultural and social life of Anatolia at that time of the era.  |
| MATERIALS NEEDED:* blackboard
* computers
* internet
* presentations
 | OTHER MATERIALS NEEDED: (realia, apps or programs):* kahoot
* powerpoint
* animato
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| **TEACHER** | **STUDENT** |
| **LEAD IN**: Do we listen to poems of Nasreddin Hodja in our daily lives? Let’s watch one of his anecdote on the net. Just think please. Do you know any other anecdotes of him and tell it in the classroom? **ACQUISITION OF KNOWLEDGE:**Asking questions to the students by using the related programmes about the subject. I ask them to listen and watch the presentation of his biography. Being able to run the ICT programme about his biography. Ask them to answer my questions how his anecdotes were created in folk speech .And ask them to think about what kind of dilemmas he offer in his jokes and stories. .  | Students will watch the video. They will make comments on one of his anecdote and they will think about the theme and witty ending of the joke that they have watched. They will try to give examples of his other anecdotes. Some questions about anecdote the will be asked to the students. The new words and the expressions used in the poem will be explained and they will be used in different sentences. They will be asked questions about the type of the text and the punctuation in grammar. The students’ attention will be focused on the punctuation of the anecdote. The questions of his biography done by the ICT application; Kahoot will be answered by the students.  |