Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Helen & 144TH WD | | 12/21/2016  Gangnam | Reading | | | PPP | | Living with animals | | | 60 | Intermediate |
| **Class profile**  **Number of students:** 10 **Age**: Adults(20-25) **Nationality:** Korean  **Motivations**: To graduate university, students have to improve their reading skill and pass an exam.  **Individual or class hobbies and interests:** Every student has a pet.  **Special considerations:** Students are quite passive learners. | | | | | | | | | | | | |
| **Main aim**   1. Students will read and understand more than 5 paragraphs in a suitable time.   **Subsidiary aims**   1. Students will learn new vocabulary in the reading passages. 2. Students will summarize the paragraph. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Reading: Reading a story and work sheet. * Writing: Answer the work sheet and home work. * Speaking: Conversation with partner, drilling the vocab and presentation. * Listening: Understanding the instructions, explanation and partner’s opinion. | | | | | | | Description of language systems specifically used/practiced:  * Phonology: By drilling, learners can learn pronunciation/self-correct * Lexis: Learners can learn new vocab in the reading text. * Function: By conversation, they can describe situation. | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  * Students might struggle to speak new pronunciation. * Students may need more time to finish the worksheets. . * PPT is not working.- | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Prepare many situation, and show them how to pronunciation.  * Be flexible, allow extra time if many students need more time. * Print the images. | | | | | | | | | | | | |
| **Assumptions:**   1. Students can read only two or three paragraph. 2. All students like animal. | | | | | | | | | | | | |
| **Material(s) needed:**  White board and marker, PPT, Gist and Literal worksheet(with answer), Interpretive and Applied worksheet(with answer), Reading texts, Vocabulary homework worksheet, Pictures(if PPT is not working show students pictures.) | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan (or N/A) | | | | | | | | | | | | |
| N/A | model sentences for target language | | | 🗸 | concept questions for target language | | | | 🗸 | analysis sheet for target language | | |
| 🗸 | stages clearly titled and separated | | | 🗸 | purpose of each stage indicated | | | | 🗸 | anticipated timing included | | |
| 🗸 | interaction pattern marked | | | N/A | a board plan (if relevant) | | | | 🗸 | examples of all tasks used | | |
| 🗸 | answer sheet to all exercises | | | 🗸 | Tape or text script | | | | 🗸 | all materials labelled and numbered | | |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to help students to read more than 5 paragraphs in a limit time. | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is to relax the students before the lesson. Also make students interesting on a topic through images and let them to think about it.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| 1. Greeting. 2. Hello class, How was your weekend?   I had a great time with my lovely cat. Did I show you my cat’s picture?   1. Lead-in   1)  (Show cat’s picture-PPT)    Do you know the largest cat species?(Answer will be tiger, lion)  (Show tiger picture- PPT)    Can we live with tiger as a pet? If not, How can we see a tiger?  Talk with your partner. I’ll give you one minute.  (Show the questions and picture while students are talking.-PPT)       1. Monitor   -Students are talking.  -Monitor discreetly.   1. Feedback   Nominate 2 students and ask the questions.  (Answer will be tiger cannot live with people as a pet because of their habitual, food and dangerous. But, we can see a tiger at a zoo.) | T  T-S  S-S  T-S | 10”  30”  1’  1’ |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to make the students prepare for the reading texts. By pre-teach vocabulary, students can guess the reading material’s main idea. Also, students can bring their backgrounds through the guiding questions.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| 1. ***Pre-teach vocabulary*** 2. Suffer 3. Eliciting   -(shown the pictures-PPT)    -Do they look happy? (no)  -How do they look? (painful, stress, suffer)  -‘Suffer’ means **To feel pain or something equally unpleasant**.  2) CCQ  -(smiling) Am I suffering? (no)  -Have you ever suffer from cold? (yes)  3) Board  -Can you spell ‘suffer’?  -write on the board.  4) Drill  -Make students to repeat the word.(5 times)  -If students struggling to say ‘f’ sounds, give some examples such as fat, coffee, rough and fluff.  -Nominate students to speak alone.     1. Entertainment 2. Eliciting   -(write down on the board)JYP, SM, YG Family  -What are these? (The most famous Korea entertainment.)  -What is entertainment? (**Something we watch or do for fun**. )  ->if some students think entertainment is a company, explain the exact definition.   1. CCQ   - Is it a video game is an entertainment?(yes)  -Entertainment is something do for exciting?(yes)  3) Board  -Who can spell ‘entertainment’? (write on the board)  4) Drill  -Make students to repeat the word.(5 times)  -Clarify where is the stress.  -Nominate the students to speak alone.     1. environment 2. Eliciting   - (Write down on the board)  The ----------- can change the culture.  We have to protect the ----------- from pollution.  - Can you guess the word?( environment )  -What is environment? (everything that is around you)  ->if students cannot explain it, give some example such as a list of class environment.  2) CCQ  -Is the chair is an environment of our class? (yes)  -Can we protect the environment?  3) Board  -What is the spell of environment?  4) Drill  -Make students to repeat the word.(5 times)  -Nominate students to speak alone.   1. ***Guiding questions***   (shown PPT)    Have you ever seen the movie ‘Gladiator’?(most students will say yes)  Do you remember that the man fought with wild animal at the Colosseum? (yes)  That was real situation in ancient roman.  -Why did roman fight with animal?  -Do you know how they treat the animal? If not, just imagine.  Talk with your partner. I’ll give you 1 minute.  Monitor  -Students are talking.  -Monitor discreetly.  Feedback  What was your answer? (Nominate 2 students)  - The roman fought with animal because of fun.  - The animals must be suffered from people. People didn’t give them a food or suitable space. | T-S  T-S  T-S  T  S-S  T-S | 2  2  2  1’  1’  1’ |  |

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| **Stage 3: Practice - Skimming and scanning for gist comprehension**  **The purpose of this stage is students can gist the whole story of reading text by skimming and scanning. They can find the answer very quickly through skinning.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Gist questions.**   1. Instructions. 2. T hold up the worksheet. 3. T read directions to class : Find the correct answer. Just do ‘Scanning for information’ questions.   Work individually and I’ll give you 1 minute.   1. ICQ   -How much time do you have?(1 minute)  -Are you going to answer the “TRUE or FALSE” as well? (no)  4) Hands out the worksheet.     1. Monitor   -Students skimming the reading text and answer on the worksheet.  -Monitor discreetly.  1. Which country makes animals to fight each other?  ① Spain  ② Roma**🗸**  ③ France  ④ Greece  2. What kind of animals is the Edith?  ① Dog  ② Cat  ③ Chimpanzee**🗸**  ④ Giraffe  3. Where penguins live in?  ① cold, icy areas. **🗸**  ② warm, humid jungles  ③ wide-open plains  ④ concrete    -Compare the answer with your partner. I’ll give you 30 seconds.   1. Feedback   Nominate 3 students to get a answer and ask where did they find the answer. | T  S  S-S  T-S | 30”  1’  30”  1’ |  |

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| **Stage 4: Practice –Detailed/Literal comprehension**  **The purpose of this stage is for students to focus on literal understanding of facts and ideas. TRUE or FALSE question is very simple and help to understand overall story.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| ***True or False***   1. Instructions 2. T reads directions to class “Decide if each statement below is TRUE or FALSE. If it is TRUE, put a “T” in the blank provided. If it is FALSE, write an “F”. Work individually first and I’ll give you 2 minutes. 3. ICQ   -Can you work with your partner? (no)  -Are you going to writ ‘F’, if the statement is correct? (no)   1. Monitor   Students work individually.  Monitor discreetly.  \_\_\_F\_\_ 1. Cows and horses make great pets.  \_\_\_T\_\_ 2. Animals need a specific environment to live.  \_\_\_T\_\_ 3. Some zoos sell the animals.  \_\_\_F\_\_ 4. Every zoo has suitable space for animals.  \_\_\_F\_\_ 5. Lions live in humid jungles.  \_\_\_F\_\_ 6. Animals’ homes are preserved by human.  \_\_\_F\_\_ 7. All animals were always treated well in Roma.  \_\_\_T\_\_ 8. Edith was living in a concrete when police found.  Now, compare with your partner. You have 1 minute.  Monitor discreetly.   1. Feedback.   Nominate students and ask the answers. | T  S  S-S  T-S | 30”  2  2’  2’ |  |

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| **Stage 5: Practice - More detailed/Interpretive comprehension**  **The purpose of this stage is make students understanding the text more deeply by inference and detailed questions. Students have to thinks about more carefully.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| 1. Instructions 2. T holds up the worksheet. 3. T reads directions to class: Write your answer on the worksheet. Work individually, you have 5 minutes. Do not work on ‘Applied questions’ 4. ICQ   -How much time do you have? (5 minutes)  -Are you going to work on ‘applied questions’, too? (no)  4) Hands out the worksheet.   1. Monitor. 2. How does the writer introduced the suffered animal? 3. Why the writer mentioned Edith? 4. What is the main idea?   Students are write answers on the worksheet.  Monitor discreetly.  Announce time.(1 minute left)  Now, compare the answers with your partner. You have 3 minutes.   1. Feedback.   Nominate students and ask the answers. | T  S  S-S  T-S | 30”  5’  3’  3’ |  |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is to complete the final step in reading comprehension by getting student to apply to themselves the information. They have to involve the information and their personal opinion to answer.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| 1. Instructions 2. T reads directions to class: Write your answer on the worksheet. Work individually, you have 5 minutes. 3. Monitor 4. Some people think that people have to preserve environment well to see many more new plants and animals. To protect environment you have to spend extra money. Do you agree to protect the environment? why? 5. Whatever the good intentions of zoo-keepers, animals in zoos suffer. Do you agree with this statement? Why or why not?   Students are write answers on the worksheet.  Monitor discreetly.  Announce time.(1 minute left)  Now, conversation in a group. (3 or 4 people will be one group)  Share your opinion and hence the reasons.  Group discussion.   1. Feedback   Groups will present to the class their idea. | T  S  S-S  T-S | 30”  5’  4  3 |  |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is end the reading text by question. Also, get some feedback from students. Give them homework with clear instructions.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| Wrap-up   1. Vocabulary review   (write on the board)  -We use these kinds of animals of \_\_\_\_\_\_\_\_\_\_\_\_\_.  -This was fun for the audience, but the animals \_\_\_\_\_\_\_ greatly.  -Animals make their homes in many different \_\_\_\_\_\_\_\_\_\_\_\_.  Fill in the blank.  We read these sentences today, also we learned the vocabularies.  You may check the reading texts, what in the word?  (entertainment, suffered, environment)   1. Feedback.   -Did you like the reading topic?  -Did you need more time to read?  -Can you read more than 5 paragraphs, now?   1. Homework.   If you learned new words thorough the reading texts, write down the definition, 3 of synonym and antonym. Also, draw the picture if you can. I’ll give you worksheet.  (Hands out the worksheet)     1. Closure   Everyone did great job today, well done! - Class dismissed. | T-S  T-S  T |  |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/…………** | |