**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jerry | TESOL | April 17, 2019 | Reading | PPP | 25 min |

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| **Lesson** | |
| **Topic** | My story (Diary) |
| **Main Aim** | Ss practice their reading comprehension and letter knowledge through the completion of a variety of activities. . |
| **Secondary Aim** | Ss practice their speaking fluency and confidence. Ss practice reading materials in English. |

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| **Materials and References** |
| Worksheet (reading), Worksheet (activity),  PPT file – Computer, TV monitor or Screen, Board and Colored markers |

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| **Student Profile** | | | |
| **Level** | pre-intermediate | | |
| **Age** | 6~12 | **Number of Students** | 8 |
| **Detail** | Students are all native Korean. Everyone is motivated to learn English. They mostly like to do fun and creative activities. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students know about the past tense and the vocabulary of daily activities.  They can express their experiences. They know the concept of days and dates of the week. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Technical issues – Computer doesn’t work. → Write on the board.  Use of L1 – Remind students of the English only rule, and to try other ways to communicate I English.  Absence, lateness: This activity is planned around 2 groups of 4. Make groups of 3 or 4 people. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is to give enough time for reading to students. Because they read at different speed and in different ways.  Try to increase STT, reduce TTT, show rapport, monitoring carefully(SS centered)  \*Motivate students to participate, Make Students to involve and make them think. |

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| **Stage Name:** Lead-in 2min  **Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. To lead in to the topic, activating background knowledge. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec | T | **[Greet. Instructions.]**  “Hello, everyone. Do you record what happened in your daily life? Talk to your partner about what you record. If you don’t record anything, What do people record?”  (Write, Voice, Video recording, Write in your blog or any SNS…etc any recoding) |
| 1 min | T-S/S-S | **[Brainstorm/talk to a partner.]**  T- “Talk to your partner. You have 1 minute.“ (Notice : 1min) |
| 30 sec | T-S | **[Feedback if appropriate]**  (Nominate a few students to share their ideas.) |

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| **Stage Name:** Presentation 4min  **Purpose of this stage:** To pre-teach keywords if necessary, and consider guiding questions. These steps provide extra help for students to comprehend the text. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T-S | **[Pre-teach keywords] Diary**  [Elicit – elicit/mime]  T- (Acting :write something) “What am I doing?” (S- “Writing”)  (Keep acting: Write something and say “Today, I was sick. I saw a doctor. I took medicine. …..”) “What am I writing?” (S- Diary.)  **(\*Click PPT - Appeared ‘Diary’)**  CCQ – check students properly understand the meaning   1. Is a diary about the future? (No.) 2. Is a diary nonfiction? (No.) 3. Whose thoughts and daily life is written in your diary?   (My thoughts and my daily life)  Drill – choral and individual drilling for correct pronunciation  T- Just listen.  (say 3 times) **“I write a diary. = I keep a diary.”**  Board – highlight special areas of pronunciation **(\*Click PPT - Appeared sentence)**  T- Which words are stressed? (write, diary / keep, diary). **(\*Click PPT - Appeared stress)**  T- Which part is continuous in this sentence? **(\*Click PPT - Appeared continuous)**    **Nominate for individual drilling.** |
| 10 sec | T | **[Guiding Question] (\*Click PPT - Appeared Guiding Question)**  \* If you were to appear on TV, what would you like to do? |
| 1 min | S-S | T- (Notice : 1min) “Talk to your partner. You have 1 minute.“ |
| 50 sec | T-S | **[Feedback]** Nominate a few students to share their ideas. |

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| **Stage Name:** Practice – Literal Comprehension 4.5min  **Purpose of this stage:** is to get students to practice reading for literal detail. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec | T | **Instructions. Set the purpose for reading. Hand out worksheets.**  T- (Hold up the worksheet-read)  “Read this worksheet individually and solve the ‘quiz’ on the last page.” |
| 2 min | S | **Students read the whole text for the 1st time, and write answers on the worksheet.**  T- (Notice : 2min) “You have 2 minute.“ |
| 1 min | S-S | **Pair check.**  T- “Check with your partner” |
| 1 min | T-S | **Feedback to check accuracy.**  **(\*Click PPT - Appeared Question) / (\*Click PPT - Appeared Answer)**  1. When Greg was reading the newspaper, what caught his attention?  [Peachy Breeze Ice Cream and apparently they’re looking for a new spokesperson.]  2. When Greg sees Dad, does he like the Peachy Breeze TV ads? [No]  3. When Greg's dad sent a letter to the Peachy Breeze company, what happened?  [A few weeks later, Dad gets a response in the mail from Peachy Breeze, and it's always the same thing: coupons for free ice cream.] |

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| **Stage Name:** Practice – Interpretive Comprehension 5.5min  **Purpose of this stage:** is to get students to get students to practice interpreting a text correctly This will require more detailed, careful reading, and thinking time to arrive at the correct answer. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec | T | **Instructions. Set the purpose for reading. Hand out worksheets- read.**  T- (Hold up the worksheet-read) **(\*Click PPT - Appeared Question)**  “Read this worksheet individually one more time and write the answer of ‘think more’ question.”   * Why Greg's dad write the letter to the Peachey Breeze people? |
| 2 min | S | **Students read for the 2nd time. Students write their answers down.**  T- (Notice : 2min) “You have 2 minute.“ |
| 1 min | S-S | **Pair check. Monitor.**  T- “Talk to your partner about your answer. You have 1 minute.” |
| 2 min | T-S | **Feedback to check accuracy.** |

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| **Stage Name:** Production - Applied Comprehension 8min  **Purpose of this stage:** is for students to practice their speaking fluency on a topic related to the lesson. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min | T | **Instructions. Give students a question to discuss in groups.**  T- (Hold up the worksheet-activity) **(\*Click PPT - Appeared Question)**   * If you were an advertisement producer,   how would you like to make an advertisement?  T- Now, we’re going to make an advertisement production in groups.  And discuss how to create an advert to interesting.  You can make anything like synopsis, script, and storyboard.  I give some starting ideas are:  • Decide on your product  • Decide on unique selling points of your product  • Target audience/buyers  • Decide on slogan of advertisement  • Decide on advertising media (TV, posters, leaflets, websites)  • Decide on spokesperson (advertisement model)    **[Notice each 2 groups of 4 for students] (See Desk plan)**  **Hand out worksheets- activity.** |
| 5 min | S-S | **Students discuss.**  T- (Notice : 5min) “You have 5 minute.“ |
| 2min | T-S | **Feedback.**  Nominate a few students to share their ideas with the class.  T- (Nominate a student) What is your group’s product? Tell us about your idea. |

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| **Stage Name:** Wrap-up 1min  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 1min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **Set homework.**   * Writing a diary in English   T- “I’ll check next lesson.”  **Inform students about the topic for the next lesson.**  T- “And We will lean about the occupations during next class. |

Part 4

**Desk Plan**

Part 3

Part 2

Part 1

board

screen

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |