**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Elijah Chun | TESOL | 4/13/2019 | Reading | PPP | 20 min |

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| **Lesson** | |
| **Topic** | Students will learn reading and figuring out descriptions in order to create a story |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| **Reading material will be passed out to students.** |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | 13~18 | **Number of Students** | 9 |
| **Detail** | Students are able to read English  They very focused when it comes to worksheets and activities  Some of them have harder time speaking out but students are helpful to each other | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Just basic English is all that is needed  Students may have to have background information about movies and superheroes but they are very basic and well known  There should be no problem for students to work with. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Maybe not knowing what the description of a superhero could be a problem |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to write out a thoughtful reading lesson that makes students practice their reading comprehension skills as well as speaking skills when working with a partner. |

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| **Stage Name:** Lead-in  **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: Board and markers** | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  1 min  1 min | T  S-S  T-S | “Hello students, good morning how are you guys? Good?  Who here likes sci-fi movies or aliens? Talk to your partners what you know about aliens  Do you think they exist? How would they look?”  **Students discuss**  “Tell me what you guys talked about. Who wants to share?” |

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| **Stage Name:** Presentation  **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: handout for students to read** | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  1 min | T-S  T-S | Drill the word **alien** with correct pronunciation chorally 2 times  Board the word **alien** and draw the speaking sign  a·li·en  /ˈālēən/  Then drill chorally one more time before moving on  “Do you guys remember putting pictures in order to create a story?  We will be putting a story in order right now to figure out the story”  **Explain to students that they will be doing an activity**  “You will need to put the story in order after reading them  Put them in sequence of how it happens”  “Work by yourselves until instruction is given”  **CCQ**  Is the story in order? (no)  How are you going to figure out the story? (making them in order) |

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| **Stage Name:** Practice – Literal Comprehension  **Purpose of this stage:** is to get students to practice reading for literal detail. | | |
| **Materials:** Worksheet | | |
| **Timings** | **Interactions** | **Procedure** |
| 15 sec  3 min  10 sec  30 sec  1 min | T  S  T  S-S  T-S | **Hand out the worksheets**  “You guys have 3 minutes to put the story in order”  **Students figure out the story**  “Now check with your partners and talk about the answer briefly”  **Pair check.**  **Check the answers with students** |

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| **Stage Name:** Practice – Interpretive Comprehension  **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: Worksheet** | | |
| **Timings** | **Interactions** | **Procedure** |
| 15 sec  3 min  1 min | T  S-S  T-S | “Now turn to the back of your worksheet to work on part 2 of the worksheet. work with a partner this time and discuss about what to write as answers you have 3 minutes to answer them”  **Students work together to figure out the answer and discuss**  Let’s go over what you guys answered.  **Then choose groups and make them answer**  “What did you get …..?” “What about you guys?” |

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| **Stage Name:** Production - Applied Comprehension  **Purpose of this stage:** is for students to practice their speaking fluency on a topic related to the lesson. | | |
| **Materials: Handout for the students** | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  15 sec  7 min  1 min | T  T-S  S-S  T-S | “You guys will get sentences that **may or may** **not** describe your superhero. You will need to figure them out. Once both teams have the correct descriptions, each team will take turns on reading out their description to the other team and they will have to guess what your superhero is.”  **CCQ**  “Do you tell who your superhero is to the other team? (no)  “Is everything in the paper true about your hero?” (no)  “Will you summarize what you have?” (yes)  **Pass out the description paper**  **Students work together to correct on which is right and summarize what to say then read out their descriptions**  “So were your descriptions clear? (yes)  How was the activity? Was it hard to read out the descriptions to another team? Could you figure out your hero’s description?” |

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| **Stage Name:** Wrap-up  **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** |
| 2 min | T | **Finish the lesson by letting them know that they did a good job today**  **As there were lots of reading involved in class activity**  **Ask the students what was a hard/easy part about the lesson today**  **Talk about what they enjoyed**  “hope you guys enjoyed the lesson today and thank you all for participating. There is no homework today and there won’t be anymore now.” |

**Instructor’s Comments and Assessment**

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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** |  |  |