**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| **Diane** | TESOL 191 | 17-04-2019 | Reading | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Vincent Van Gogh at work |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| PPT, Worksheet, Mobile phone |

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| **Student Profile** | | | |
| **Level** | Lower Intermediate | | |
| **Age** | 14-16 | **Number of Students** | 9 |
| **Detail** | All the students are native Koreans. Students are active teenagers. Everyone is motivated to learn English. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| • Students have heard about Vincent Van Gogh before in art class. Most of them have seen the drawings of the artist.  • Students have been to museums and exhibitions before as a school activities. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| • Since the time for lesson is not enough, I need to use time effectively. Should make decision carefully when to move to next step and when to give more time to students.  • In production step, only a few students could dominate the conversation. Try to encourage all students to talk. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to conduct lesson with less T.T.T. and give students more time and opportunities to think and talk. |

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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:** PPT | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 sec  1min20sec | T  S-S | “Have you ever visited any museum or exhibitions? What was it about?  Hold on for a while for students to think and answer.  “Talk to your partner about museums or exhibitions that you have visited.  What made you go there? What was good or memorable? |

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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:** PPT | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min  10 sec  1 min | T-S  T  S-S | **Pre-teach keywords**  Elicit. Show ppt.  “These are Leonardo da Vinci’s …….? Can you think about a word for the blank?”  Wait for students to answer.  **CCQ**  “Are some of those produced by a painter, Leonardo da Vinci? ” (Yes, they are..)  “Does it also mean something that produced by artist, composer, or writer?”(Yes, it does.)  “Can you pass down these kind of creations to future generations? (Yes, we can.)  **Drill**  “Listen and repeat. / wɜːrk / (x1)  Nominate for individual drilling.  **Board**  “How many syllables (are there)?” (One)  “Where is the stresses?” (On the vowel, ‘o’)  “What part of speech is it?” (Noun/countable)  **Guiding Question**  “Besides skills or talent, what factors could effect on artists’ works? Talk to your partner.” |

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| **Stage Name:** Practice – Literal Comprehension  **Purpose of this stage:** is to get students to practice reading for literal detail. | | |
| **Materials:** Brochure, worksheet | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | **Hold up brochure.**  “Read all six sections.”  **Hold up the worksheet. Point to page A.**  “And write the answer on worksheet A, from number 1 to 5.”  **ICQ**s  “Do you need to read all sections, front and back?” (Yes.)  “Which page are we doing? (Page A) Yes, only page A.”  **Hand out worksheets.**  “You have 3 minutes.”  “You have 30 seconds left.”  **Pair check.**  “Share your answer with your partner”  “Let’s check together.”  Nominate students and ask to read the answer. Check accuracy. |

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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** |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | **Hold up the worksheet. Point to page B.**  **“**Read the information one more time. Then write the answer on worksheet B”  **ICQ**s  “Do you need to read once more?” (Yes.)  “On which page should you write the answer?”(Page B.)  **Students write down answers.**  “You have 3 minutes.”  “You have 30 seconds left.”  **Pair check. Monitor.**  “Share your answer with your partner”  **Feedback to check accuracy.**  “Let’s check together.” |

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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:** PPT, mobile phone | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  5 min  2 min  1 min | T  S-S  S-S  T-S | Show ‘The potato eaters’ on the screen.  “Divided in two teams, you will reenact this scene and take one photo.”  “Try not to be same. You need to make the scene more specific with some face expressions and stories”  “At the end, you will explain your photo briefly, about 30 seconds, and then other team will give you score in average.  “Give me your team’s photo when you done.”  You have 5 minutes.  **Students move, discuss and take a photo.**  One person per each team shows their picture with some explanations.  Give scores from 1 to 5 and calculate average.  Announce the winning team. Give feedback if needed. |

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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:** None | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T | **Lesson feedback.**  **Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **Inform students about the topic for the next lesson. Homework.**  “Tomorrow, we will do writing lesson. Think about your writing, brainstorming.  The topic is a review of a movie you liked.” |

**Worksheet A**

• Fill the blank with the word below

letters self-taught life academies

work influenced communication artist

recurrent outlet inspired 1990

1980

1. The paper mainly talk about Vincent Van Gogh’s and from to as an .

2. For Van Gogh, are an important means of, and for his feelings.

3. As an painter, he was largely with the help of textbooks, a few lessons at and advice from artist friends, etc.

4. Van Gogh’s distinctive style of painting has and many subsequent generations of artists.

5. After attacks of his illness, Van Gogh entered into mental health clinic.

**Worksheet B**

(a) He decide to become an artist.

(b) He decide to have himself admitted to a mental health clinic.

(c) This period was one of study, renewal, and experimentation.

(d) He settled in an artist’s village close to Paris.

(e) In this period, he produced many of his most famous paintings.

1. Arrange (a) ~ (e) in time order :

2. Among (a) to (e), which does most likely fit in the blank? And why?

Compare two pictures – ‘The potato eaters’ and ‘The yellow house’.

In 4th paragraph, ‘His introduction to modern French art movements’ possibly happened in

Period.

**Answers**

Worksheet A

1. The paper mainly talk about Vincent Van Gogh’s life and work from 1980 to 1990 as an artist.

2. For Van Gogh, letters are an important means of communication, and outlet for his feelings.

3. As an painter, he was largely self-taught with the help of textbooks, a few lessons at academies and advice from artist friends, etc.

4. Van Gogh’s distinctive style of painting has inspired and influenced many subsequent generations of artists.

5. After recurrent attacks of his illness, Van Gogh entered into mental health clinic.

Worksheet B

1. Arrange (a) ~ (e) in time order : (a) → (c) → (e) → (b) → (d)

2. Among (a) to (e), which does most likely fit in the blank? And why?

The answer is (C), Parisian period.

‘The potato eaters’ produced in the Netherlands and ‘The yellow house’ was produced in Arles. Comparing two pictures, there were huge changes in Van Gogh’s drawing style between the two periods, that was Parisian period.

Van Gogh first saw the modern French art paintings when he stayed Paris.

**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** |  |  |