**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Yoona | TESOL | 2019/08/13 | Reading | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Know your illness |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| **Pictures(PPT), computer, reading material, handouts, board, markers** |

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| **Student Profile** | | | |
| **Level** | Low intermediate | | |
| **Age** | 5th, 6th grade | **Number of Students** | 3 |
| **Detail** | Ss are all native Korean, Everyone is motivated to learn English. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Technological problems may occur during the class (Electricity may go off and computer may not working)  -The teacher will use hard-copies, white board and notebooks.  There may be extra time after all the activities.  -The teacher will apply the contingency plan. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to make the lesson varied and engaging  and to maximize student participation |

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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, computer | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  30 sec  2 min  30 min | T  T-S  S-S  T-S | Hello, everyone! How are you? Ok, Good!  Show a picture  F:\Tesol\IMG_9830.jpg  Have you ever been sick before? How do you feel?  Talk to your group  Feedback  (ok, Julie, What's your experience? Thank you for sharing.) |

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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:** pictures(ppt), board, markers | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min  2 min  2 min  30min  1 min  1 min | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords(1. ache, 2. diarrhea, 3. symptom)**  **<Elicit-ache>**  **1. Show a picture one**  F:\Tesol\IMG(ache).jpg  **2. Ask students**, " What's wrong with him?"(Yes, He's sick)  "Is he sick here?" (point out tummy) (No, his head hurts. His head aches)  Write pronunciation and stress of "ache"  **3. CCQ**  - Is ache a strong pain? (No)  - Does it last a long time? (Yes)  **<Elicit-diarrhea>**  **1. Show a picture two**  F:\Tesol\IMG_9833.JPG  **2. Ask students**, " What's wrong with him?"(He rushes to the restroom.)  (He has trouble on the toilet) We say he has diarrhea.  Write pronunciation and stress of "diarrhea"  **3. CCQ**  **-**Is he going to go to toilet? (Yes)  -Does it look solid or liquid? (liquid)  **<Elicit-symptom>**  **1. Show picture one & two**  **F:\Tesol\IMG(ache).jpgF:\Tesol\IMG_9833.JPG**  What do you talk to doctor when you go to see a docor?  (I have headache, I have fever, I have diarrhea)  What do we call all of them? "It's symptom"  Write pronunciation and stress of "symptom"  **2. CCQ**  **-** Is it sign of illness? (Yes)  - Is it noticeable? (Yes)  - What's the symptom of diarrhea? (going to toilet often)  **Drill** – Listen and repeat 3 times (ache, diarrhea, symptom)  chorally 3 times and nominate for individual drilling.  **Guiding Question**  What's difference cold and flu?  What are symptoms when you have a cold?  Ss discuss the questions with your group.  Feedback. Nominate a few students to share their ideas. |

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| **Stage Name:** Practice – Literal Comprehension  **Purpose of this stage:**is to get students to practice reading for literal detail. | | |
| **Materials:** reading materials, worksheets, board, markers | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions.(**Read this and answer the questions**)**  **Hand out worksheets and reading material.**  **Fold in half a worksheet and you do only exercise one.**  **Ss read the whole text and write answers on the exercise one individually**  **< exercise one >**  1) Q : What are the symptoms of the flu?  A:sore throat, headache, high fever, body ache, feel tired, feel weak  2) Q : How is the flu difference from a cold?  A : The flu arrives faster and stays longer than a cold  3) Q : What is H1N1?  A : It is a serious type of flu  **Pair check.**  **Feedback to 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:** reading material, worksheets, board, markers | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **We're going to do exercise two. Unfold it.**  **Ss write their answers down individually.**  **<exercise two>**  1) Q :Why do you think knowing the symptoms of illness is important?  A :It's because some illness have similar symptoms.  A :It's because some dangerous illness have very light symptoms.  **Pair check**  **Feedback to check accuracy.** |

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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: board, markers.** | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  **(Turn over the paper and point out exercise C)**  1)Q: When you have a cold, how do you treat yourself?  2) Q: How do you keep healthy?  **Students discuss.**  **Feedback. Students share their ideas with the class.** |

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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 | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  Good job everyone!  Which part of the lesson did you enjoy the most? I'm so glad to hear that.  What word did you learn today?  Which part was the most difficult? I know that one is tough, you're getting better.  **Offer delayed corrections to the previous stage.**  Thank you . |

**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** |  |  |

**Worksheet - Know your illness**

**Exercise one : Read and write the answer next to the question.**

1) What are the symptoms of the flu?

2) How is the flu difference from a cold?

3) What is H1N1?

**Exercise two : Read carefully, think, and write your answer.**

1) Why do you think knowing the symptoms of illness is important?

**Exercise three : Talk to your partner freely about any of the questions below.**

**No writing!**

1) When you have a cold, how do you treat yourself?

2) How do you keep healthy?