**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 engagingand 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 sec30 sec2 min30 min | TT-SS-ST-S | Hello, everyone! How are you? Ok, Good!Show a pictureF:\Tesol\IMG_9830.jpgHave you ever been sick before? How do you feel?Talk to your groupFeedback (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 min2 min2 min30min1 min1 min | T-ST-ST-STS-ST-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 sec2 min1 min1 min | TSS-ST-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 weak2) Q : How is the flu difference from a cold? A : The flu arrives faster and stays longer than a cold3) 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 sec3 min1 min2 min | TSS-ST-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 min8 min1 min | TS-ST-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?