**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| **Felix** | **TESOL** | **12/23/19** | **Reading** | **PPP** | **25 min** |

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| **Lesson** | |
| **Topic** | **What do you think about “Homeless people”?** |
| **Main Aim** | **Ss practice their reading comprehension.** |
| **Secondary Aim** | **Ss practice their speaking fluency.** |

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| **Materials and References** |
| **Board, Colored marks, text, worksheet, pictures, a copy of article.** |

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| **Student Profile** | | | |
| **Level** | **Lower intermediate** | | |
| **Age** | **Age between 16~20 years old** | **Number of Students** | **11** |
| **Detail** | **There are men and women in the class. four men and Seven women**  **All of students age between sixteen ~ early twenties.**  **All students are native to Korea. thus, their first language is exactly Korea.**  **All of students are students. There’s no children or adults.**  **Some are outgoing and extrovert but rest of them are introvert and shy.** | | |

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| **Anticipated Difficulties and their Solutions:** |
| **\*some board marks cannot be worked**  **-> check the all marks before start a class.**  **\*some students don’t understand what I mean**  **-> slowly talking and use easy words so they can understand.**  **\*some students will talk a lot but some will not**  **-> make all students participate in all activities.**  **\*there will not be enough time to finish**  **-> make it simple and easy.**  **\*students can’t understand the meaning of words**  **-> by doing CCQ, they can figure out the meaning.** |

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| **My Personal Aim** |
| **What I really want student to do in this class is**  **- To give good instructions.**  **- To make all students understand what we do in class.**  **- Complete and detail lesson plan.**  **- To get all students participate in the class.** |

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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: Board & colored marks.** | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  30 sec  1 min | T  S-S | **Hello, everyone! How are you feeling today?**  **Ss says, I am good, Awesome, Great. Etc.**  **Good, I am also pretty good!**  **Guys, I want to give you 1 question.**  **“Imagine that you are on the street. Which means you don’t have your own home, money and even family members. How do you feel? And what sort of problems would you have? Please talk to your partner and I am going to give you 1 min.”**  **Ss will talk with their partner about the question.**  **Alight, guys. Times up! Let’s move onto next step.** |

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| **Stage Name:** Presentation (4 min)  **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: Board, colored marks, picture.** | | |
| **Timings** | **Interactions** | **Procedure** |
| 1:30 min  20 sec  20 sec  20 sec  1 min  30 sec | T-S  T  S-S  T-S | **Pre-teach keywords – ‘Inaccessible’**  **\*Elicit – CCQ**  **Show a picture of the garbage.**  **Is this look like clean in the picture? “No”**  **Can you live in this place? “NO”**  **Are there many trash in this picture? “YES”**  **What word can you say when place that you can’t use and even you can’t get into?**  **Yes, we call it “Inaccessible” (If the students are unable to answer, I can tell them.)**  **\*Drill:**  **“Okay, guys. Please listen and repeat after me. ‘Inaccessible’. DO Three times please.”**  **“All the men please., All the women please. Nominate 2 students.”**  **\*Board:**  **Write the word on the board**  **“How many syllables does this word have?” “Five syllables” / in\*ac\*ces\*si\*ble**  **“Where is the stress?” “Second Part” / in\*a’c\*ces\*si\*ble**  **“What’s a part of this word?” “Adjective”**  **\*Guiding Question**  **Guys, Think about it. If there are a lot of homeless people in your area. How do you feel? Please discuss with your partner about this question briefly. Give you 1 min.**  **Feedback. Nominate 2 students to share their ideas.** |

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| **Stage Name:** Practice – Literal Comprehension (5 min)  **Purpose of this stage:** is to get students to practice reading for literal detail. | | |
| **Materials: Text, Worksheet.** | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  45 sec  45 sec | T  S  S-S  T-S | **Alight guys, now I am going to give you a worksheet. Please read the whole text for the 1st time, and write answers on your worksheet. (Hand out worksheets.)**  **It’s not pair work. you might do it individually first and will do in pair work.**  **Okay, let’s start!**   |  | | --- | | **#Read the article carefully, and write down your answer.**  1. How many homeless people are there in the United states? **‘700,000’**  2. Which city is known as an easy city? **‘Austin’**  3. Where can be found 6,000 homeless in Austin? **‘Near the drinking clubs of Sixth Street, near the University of Texas campus and in tents in corners of the city parks.’**  4. Why is Austin known as an easy city? **‘It provides a lot for the homeless’**  5. The city’s new anti-camping law is expected to carry fines as high as \_\_\_? **‘$500’** |   **Alight, guys. Times up! Now it’s time to check the answer with your partner. Please check the answer with your partner. I am going to give you 45 sec. let’s start!**  **Okay. Does anybody can share the answer to the class mate?**  **(If there are nobody to do it, nominate 1 person to do it.)** |

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| **Stage Name:** Practice – Interpretive Comprehension (6 min)  **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: Text, Worksheet.** | | |
| **Timings** | **Interactions** | **Procedure** |
| 20 sec  4 min  1 min  40 sec | T  S  S-S  T-S | **Okay, guys. Now I am going to give you another one worksheet. And these questions on the worksheet can be a bit difficult. Which means you need to think about it more closely. I believe that you can write down the answers. I am going to give 4 mins. Let’s do it individually first. (Hand out worksheets.)**   |  | | --- | | **\*Read the article carefully, and write down your answer.**  **1. “Camping” is usually something you do on holiday. What does it mean in this article?**  **2. Why most of homeless people stay near the ‘drinking clubs, University campus and even in the city park?** |   **Alight, guys. Times up! Now it’s time to check the answer with your partner. Please check the answer with your partner. I am going to give you 1 min. let’s start!**  **(Pair check. Monitor.)**  **Okay. Does anybody can share the answer to the class mate?**  **(If there are nobody to do it, nominate 1 person to do it.)** |

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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: Question sheet.** | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  6:30 min  1 min | T  S-S  T-S | **Great students. We are almost done! Now what I want you to do is to talk to your partner about the question I give you right now. (Hand out the question sheet)**  **Talk to your partner. I am going to give you 6:30 min. let’s start!**  **Students discuss.**   |  | | --- | | **Q. Young people can’t get a job if they are homeless – and they can’t afford a home if they haven’t got a job. How can they get out of this dilemma? Should the government of city council do something to help?** |     **Alight, guys. Times up! Now it’s time to share your answer to others. Does anybody want to share the idea?**  **(If there are nobody to do it, nominate 1 person to do it.)** |

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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: None.** | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 sec  50 sec | T  T-S | **Alight guys! You all did well done!**  **What did you guys learn from today’s class?**  **Or what did you think about “Homeless”?**  **Does anybody can share ideas to other class mates?**  **(If there’s no one want to do it, nominate 2 people to do it.)**  **Great, Well done!**  **Set homework.**  **Guys, make sure you should do it your Homework and I will check it next class. And we will learn about ‘Racism’ for next class.**  **Thank you for being kind and have a wonderful rest of day!** |

**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** |  |  |