**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Soo(한수영) | TESOL | 23 Oct 2019 | Reading | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Sport and money. |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| Worksheets, PPT, photocopies of PPT, board, markers |

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| **Student Profile** | | | |
| **Level** | Upper-intermediate | | |
| **Age** | Middle school students | **Number of Students** | 11 |
| **Detail** | All students are Korean.  Age of students: 13-15 years old. | | |

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| **Anticipated Difficulties and their Solutions:** |
| [Technology failure] Computer may not be able to use.  **Solution:** Make photocopies of PPT sides.  [Lead-in] Some students might don’t recognize who are the players in PPT.  **Solution:** Put their name on the picture. Or they can get some information about the players from other students talk. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to make a balanced plan for the reading lesson and manage the lesson time properly. |

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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  1 min  30 sec | T  S-S  T-S | **Greet. Instructions.**  “Good morning, everyone! How are you today?  Look at the screen. Who are they? Yes, they are sport players.  Who do you think is paid the most? Why? Talk with your partner.  **Students discuss in a pair.**  **Feedback. Show the salary slide.** |

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| **Stage Name:** Presentation  **Purpose of this stage:** To pre-teach 3 keywords and give students a guiding question. These steps provide extra help for students to comprehend the text. | | |
| **Materials:** PPT, board, black/blue/red markers | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  1 min  1 min  2 min | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords**  **-professional**  Convey: “Look at him. What is his job?  Ss: Professional football players.  CCQs: Does he play football as a hobby? No  Did he need a special skill and training? / Is he well trained? Yes  How much he’s good at his job? Extremely good? Or just so-so? Extremely good.  Drill & board: Listen and repeat 3 times. Professional X3 (Chorally)  Nominate 2 individuals and drill.  Write on the top right side of the board  pro/fes/sio/nal (a). and mark the stress with a red marker.  **-salary**  Convey: “What does this number mean? What do we call this? This is his ~?  Ss: Money, income, salary.  CCQs: Does he receive this money for doing his job? Yes  Who does give him the money? The company he works for.  Drill & board: Listen and repeat 3 times. Salary X3 (Chorally)  Nominate 2 individuals and drill.  Write on the top right side of the board  sal/a/ry (n). and mark the stress with a red marker.  **-stadium**  Convey: “Where is this place?  Ss: Stadium  CCQs: Is this place large or small? Large.  Is this place surrounded by rows of seats? Yes.  Drill & board: Listen and repeat 3 times. Stadium X3 (Chorally)  Nominate 2 individuals and drill.  Write on the top right side of the board  sta/dium (n). and mark the stress with a red marker.  **Guiding Question:** Have you ever been to stadium?  How much did you spend and what did you buy?  Students discuss the question with a partner.  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 speed reading by skimming and scanning the answers. | | |
| **Materials:** Worksheets exercise A, reading text. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  2 min  45 sec  45 sec | T  S  S-S  T-S | **Instructions. Set the purpose for reading:** “Here are 5 questions about this text.  Don’t read all of this now. Read the questions first, and skim & scan the answers quickly.”  **Hand out worksheets and text.**  **Students read the text for the 1st time and write answers on the worksheet.**  **Pair check.**  **Feedback to check accuracy.** |

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| **Stage Name:** Practice – Interpretive Comprehension  **Purpose of this stage:** is 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:** Worksheets exercise B | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  4 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading:** “Here are 3 questions. This time, you need to read more carefully and slowly to find answers. Work individually, first.”  **Hand out worksheets.**  **Students read for the 2nd time. Students write their answers down.**  **Pair check. Monitor.**  **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:** None. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  6 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs.**  “Do you think the professional sports players deserve the high salaries? Why? Talk with your partner.”  **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:** None. | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min | T | **Lesson feedback.** “Okay guys! All of you’ve done great. Did you find something interesting from the lesson? Or any difficult thing? I hope you enjoyed today’s class!” |

**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** |  |  |

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Answer sheet A: Sport and money

1. Parking, tickets, refreshments and souvenirs.
2. 5 dollars
3. Matt Jerrold
4. 35,000
5. Sal Ibarra

Answer sheet B: Sport and money

1. Because he thought it was very expensive and he won’t be going back.
2. The money he pays to see a game pays the large salaries that the players get. If the players got a more reasonable salary, he would pay less to see the game.
3. Because he feels it is wrong to pay sportspeople so much money when there are homeless people on the streets.