**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| JIN | TESOL | 26/10/2019 | Reading | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Cockroach Milk |
| **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** | Intermediate and upper- inter | | |
| **Age** | Adults (30’s) | **Number of Students** | 2 |
| **Detail** | 2 Korean Female students  They are friendly and in a good relationship  They are all interested in a new subject | | |

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| **Anticipated Difficulties and their Solutions:** |
| There is a possibility of absence or late.  Be preparing worksheet and study material for the absence student  The pair-work is possible to change individual work and work with teacher. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to give clear instruction to students and manage the lesson time.  I would like to give them an idea of future food or super food. |

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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:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 sec  30sec  1sec  2 min  30 sec | T  T-S  T  S-S | Hello, everyone!  Look at this picture. (Insect food images…)    Have you seen this food? (ss-Yes…or not ..)  Do you know what it is?  (Silkworm/looks like grasshopper/ Giant worm …)  Have you ever experience to eat in this kind of food? (ss-Yes..)  Personally, I’ve eaten this silkworm, Korean name is BEMDEAGI , which is steamed silkworm. It tastes very protein~~.  With your partner share your experiences. Where and When did you have and What was the teats like?  (pair work)  (Wow...that’s sounds interesting form you~, )  Well, obviously it is not looks great to eat.. But definitely there are some reason that people made this kind of food ~.  Feedback if appropriate. |

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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:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 1secc  1 min  1 sec  1 min  1sec  2min  50 sec | T  T-S  T  T-S  T  S-S  T-S | **Now, look at this image.**    **Pre-teach keywords**  **Does this woman drink a juice?** (No)  **Does this woman drink a milk?** ( Yes)  **What does write on it?** (Cockroach Milk…)  “Repeat!” **Cockroach** /ˈkäkˌrōCH/  Please repeat three times! Cockroach, Cockroach, Cockroach( with hand gesture)  choral and individual drilling for correct pronunciation  How many syllables? Two (highlight with color maker) /ˈkäkˌrōCH/  Where is the stress first or second?( first)  And now look at this image.    **Do they look unhealthy?** No  **Do they have contained high nutrition**? yes  **If you have this food, how do you feel unhealthy or healthy**? Healthy  **Do you know what it is called for this kind of food?** “Supperfood” /ˈso͞opərˌfo͞od/  **Repeat! Three times**- Supperfood ,Supperfood,,Supperfood(indicate individual drilling for correct pronunciation)  **How many syllables?** two/ˈso͞opərˌfo͞od/ board.  **Where is the stress?** first highlight special areas of pronunciation on  **Guiding Question**  **If you have chance to drink cockroach milk, what do you feels like? And talk about superfood what you know.**  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 reading for literal detail. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions.**  “Here is your worksheet.  Loot at this Exercise A. Total 5 Questions.  After reading, you can find the answers.  This is for individual work.  I will give you 2min to read the article and answer the questions.  How many questions you have? (five~) Please start.  **Students read the whole 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 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:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  4 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  “Now turn over the page, you can see the worksheet B.”  **(Showing the worksheet to the students and pointing to the Exercise 2)**  Now, you are going to answer the 3 questions.  This time read the text carefully again, and answer the question.  How many questions you have this time? (three question) Good!  I will give you 3min this time.  let’s begin.  **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:** List all materials that will be needed in this stage. | | |
| **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.**  **Students discuss. Or Role play**  If you are the scientist, how would you persuade people who does not wanting to try insect milk.  **Talk with your partner and find out 5 suggestions to people try insect milk.**  **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 .  **Offer delayed corrections to the previous stage.**  **Set homework.**  **Inform students about the topic for the next lesson.** |

**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** |  |  |