**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 studentsThey are friendly and in a good relationshipThey 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 studentThe 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 sec30sec1sec2 min30 sec | TT-STS-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** |
| 1secc1 min1 sec1 min1sec2min50 sec | TT-STT-STS-ST-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 pronunciationHow 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 min2 min1 min1 min | TSS-ST-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 sec4 min1 min2 min | TSS-ST-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 min8 min1 min | TS-ST-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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|  **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** |  |  |