**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hyeri Ko | TESOL | 02/22/2020 | Reading | PPP | 25 min |

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| **Lesson** |
| **Topic** | The world’s strongest women |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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|  **Materials and References**  |
| Reading material, worksheet, photos of celebrities for lead- in, photo for eliciting word |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | 8th grade | **Number of Students** | 3 |
| **Detail** | This is an English reading class and students are Korean. They are middles school students who already know superlatives and have intermediate level vocab & grammar knowledge.  |

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| **Anticipated Difficulties and their Solutions:** |
| Some might forget about superlatives; as a reminder, I would do fun activity for lead-in to make them naturally review what superlatives means. (The lead- in is strongly relative to the topic for sure)  |

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|  **My Personal Aim**  |
| What I aim is to plan specifics and demonstrate it clearly in the class.  |

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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 – this will help to contextualize the text. |
| **Materials:** photos of celebrities  |
| **Timing** | **Interaction** | **Procedure** |
| 1min 30sec | T-S | Hello everyone. We are going to do fun activity! I am going to show two celebrities and youguys choose who looks stronger.(show 2 person – 유재석, 김숙)Who looks stronger? (show 2 person – if 김숙 wins, show 김숙 and 손예진)Who looks stronger? (show 2 person – if 김숙 wins, show 김숙 and 홍진경)Who looks stronger?(show 2 person – if 홍진경 wins, show 홍진경 and 하정우)Who looks stronger?(show 2 person – if 하정우 wins, show 하정우 and 장미란)Well done! We can say that she is the ( ) person among all of them.Today, we are going to learn about hter. |

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| **Stage Name:** Presentation**Purpose of this stage:** To pre-teach keywords if necessary, and answer a guiding questions (such as a predicting task, or a specific question). These steps provide extra help for students to comprehend the text. |
| **Materials:** None |
| **Timing** | **Interaction** | **Procedure** |
| 1 min10 sec1 min30 sec | T-STS-ST-S | **Pre-teach keywords**Elicit – First, look at this picture. Do we want her to get another medal? (yes)What word do we use other than ‘want’? (expect… win….)We can use “we look forward to a medal” Look forward to means to expect with pleasure. CCQ – 1. Does it mean future? (yes)
2. Are we expecting something bad or good? (good)
3. Are we sad or happy when we are looking forward to something? (happy)

Drill – Listen and repeat all together. Look forward to (gesture 3 )Board – Write it in the top right side of the board. Where is the stress? (mark red pen in forward)**Guiding Question**Talk about what kind of person do you think she is? Talk in groups for one minutes.Feedback. Nominate a few students to share their ideas.(Someone noticed that she is ~~~. Let’s see how the reading talks about her) |

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| **Stage Name:** Practice – Literal Comprehension **Purpose of this stage:** is to get students to practice reading for literal detail. They will also practice fast reading (skimming and scanning) |
| **Materials:** Reading material |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min1 min1 min | TSS-ST-S | I will hand out the text and exercise worksheet. Do individually. Read and answer to only Exercise A this time. I.C.Q – Do we also do Exercise B? (No) Do we do all together? (No)**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. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec3 min1 min2 min | TSS-ST-S | Now, do exercise B individually. Answer it based on the text. You have three minutes, so take your time and think thoroughly.I.C.Q – Do we do individually? (yes) Do we answer it based on the text? (yes) **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. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec7 min1 min 20 sec | TS-ST-S | What is the most important quality for weightlifters to have? Why?Talk in groups.Students discuss.(IF they talk really short- back up: Do you think weightlifting is an exciting sport? Why or why not?)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. |
| **Timing** | **Interaction** | **Procedure** |
| 1 min | T | Lesson feedback. Tell the class what they did well, and what needs to improve.Offer delayed corrections to the previous stage.Set homework: select one athlete and bring an article about him or her and share it with your colleagues next time. Send it to my email by next Wed and get my approval.Next time, we will read articles that everyone sent me. Thank you for today, have a nice week. Dismissed!  |

**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** |  |  |