**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jinny Kwon | TESOL | 25/04/20 | Reading | PPP | 25 min |

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| **Lesson** | |
| **Topic** | I want my hat back |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| **Picture book <I want my hat back> - written by Jon Klassen, walker books**  **Board, marker (red, blue, black), Eraser**  **Pen** |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | 9 years old | **Number of Students** | 3 |
| **Detail** | This is a casual English class and students are motivated. They are all Koreans.  Their level is intermediate though their reading level is elementary. Students need to practice reading comprehension and love to read picture book. They are visual learners.  They are close each other and freely talk when they are in discussion. | | |

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| **Anticipated Difficulties and their Solutions:** |
| In case, time remaining on production stage. → Prepare 3 questions to talk about.  Desk arrangement → Arrange the desk as square before lesson begins.  Copy is not clear → Bring the actual books. Prepare 4 books of “I want my hat back”.  S.O.S Plan: Hangman |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to give clear concept checking questions to make students understand the meaning of keywords without translation. |

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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:** Picture book < I want my hat back > | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min | T  S-S | Greet. Instructions.  *Hello everybody! How are you?*  Show the picture book. *What’s this?* (Picture book)  Look at the title and the front cover. What do you think what’s story about? What’s going to be in the story? Talk together and you have 2mins.  Brainstorm/talk to a partner. |

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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:** picture book, board, marker (red, blue, black) | | |
| **Timing** | **Interaction** | **Procedure** |
| 3 min  20 sec  1 min | T-S  T  S-S | **Pre-teach keywords: pointy, steal, gone**  Elicit – Show the hat and ask Can you describe the hat? (red, sharp, pointy)  CCQ – Does it have a pointed end? (Yes.)  Point (with gesture), Is it pointy? (No.)  Drill – Listen and repeat 3 times. (with gesture) Nominate individually. (with gesture)  Board – Write pointy on the board.  How many syllables? (2) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.  Is it verb or adjective? (adj.) Mark with a red pen in bracket.  Elicit – Take one of students’ item and hide. What did I do? (steal)  CCQ –Does it belong to me? (No)  Did I take it? (Yes.)  Is it a bad thing? (Yes.)  Drill – Choral and individual drilling for correct pronunciation.  Board – How many syllables? (2) Mark with a blue pen.  Where is the stress? (2nd) Mark with a red pen.  Is it verb or adjective? (verb) Mark with a red pen in bracket.  Elicit – I stole it. Where is your pen? (Pen is gone)  CCQ – Was it there before? (Yes)  Did someone steal it? (Yes.)  Can you find it now? (No.)  Drill – Choral and individual drilling for correct pronunciation.  Board – Write the word on the board.    **Guiding Question**  Somebody stole your important thing then you know who did it, how would you do it?  You can talk together. You have 1mins.  Students discuss the question. |

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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:** picture book, worksheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  30sec  1 min | T  S  S-S  T  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  We will do an Exercise1. Read the book and answer the questions. There are 4 questions to answer and you will work alone.  I.C.Q  Do you work alone? (Yes.)  Do you work with Exercise 2 as well? (No.)  **Handout the worksheet and book.**  **Students read the whole text for the 1st time, and write answers on the worksheet.**  **Pair check.**  You can check together.    **Feedback to check accuracy.**  Question no.1 (Student’s name) Can you share the answer? |

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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:** picture book, worksheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 40 sec  3 min  1 min  2 min | T  S  S-S  T  T-S | **Instructions. Set the purpose for reading.**  This time we will do an Exercise 2. Question no.1 (student’s name) Can you read the question? No.2?   * Make sure that they understand the question.   You need to read carefully and think to answer the question. It will be individual work and you have 3mins.  Students read for the 2nd time. Students write their answers down.  Pair check. Monitor.  Ok. Now you can check together.  Feedback to check accuracy.   * Answer no.1 (student’s name) Can you share the answer? * If answer is not correct, Interesting! Anyone has different answer? * Do you have same/similar answer? |

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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: worksheet** | | |
| **Timing** | **Interaction** | **Procedure** |
| 30sec  5 min | T  S-S | **Instructions. Give students a question to discuss in pairs or groups.**  Turnover your paper. Now you will discuss about any of these questions. You have 5 mins to talk and no need to write down.  I.C.Q  Do you need to write down? (No.)  **Students discuss.**  **T monitor.**  **Announce when one minutes is remaining.** |

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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: board, marker** | | |
| **Timing** | **Interaction** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  How was the book? Did you enjoy the book? What did you like the most?  **Offer delayed corrections to the previous stage.**  **Set homework. (Optional.)**  Make 3 sentences with the new word that we learned today.  **Inform students about the topic for the next lesson. (Optional.)**  Next lesson we will read a book called < We found a hat.> which is written by same author Jon Klassen. |

**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** |  |  |

**Worksheet - I want my hat back**

**Exercise One: Read and write the answer next to the question.**

1. What the Bear is looking for?
2. How does the Bear’s hat look like?
3. Who took the Bear’s hat?
4. Who is the author-illustrator?

**Exercise Two: Read carefully, think, and write you answer.**

1. Why does the Rabbit give such a long answer when asked if he had seen the hat?
2. What do you think happens to Rabbit at the end of story? What evidence support this?

**Exercise Three. Talk to each other freely about any of these questions below. No writing!**

* **Is the Rabbit’s stealing of the hat and the Bear’s eating of the Rabbit equally bad? Why or Why not? What makes one worse?**
* **Assuming the other animals knew that the Rabbit stole the hat, is it good to lie if you are saving a life? If you were one of the animals how would you do it?**
* **Is it always wrong to lie?**

**Worksheet - I want my hat back (answer)**

**Exercise One: Read and write the answer next to the question.**

1. What the Bear is looking for? (hat)
2. How does the Bear’s hat look like? (red and pointy)
3. Who took the Bear’s hat? (The Rabbit)
4. Who is the author-illustrator? (Jon Klassen)

**Exercise Two: Read carefully, think, and write you answer.**

1. Why does the Rabbit give such a long answer when asked if he had seen the hat?

When the Bear asked about his hat, the rabbit was saying the same thing over and over and he told the bear not to ask him any more questions. And Bear had not asked the Rabbit if it had stolen the hat but Rabbit said “I would not steal a hat”. Rabbit was the one who stole his hat and he was nervous that’s why the Rabbit give such a long answer.

1. What do you think happens to Rabbit at the end of story? What evidence support this?

Probably the Bear ate the Rabbit. Because when the Squirrel asked if he had seen a rabbit wearing a hat but Bear lied to Squirrel and his way of talking is quite similar when Rabbit lied to him. Even the Bear said “I would not eat a rabbit.”