**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| John Lee | TESOL 208WD | 07/01/2020 | Reading | PPP | 25 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Emergency call |
| **Main Aim** | Students will practice their reading comprehension using an interactive model. |
| **Secondary Aim** | Students will practice their speaking fluency. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Materials and References** | | | |
| Worksheet, answer sheet, P.C. (PPT), board marker. | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Children | **Number of Students** | 6 students |
| **Detail** | Emerging Level, has basic communication skills but needs to develop academic language in English. These Korean students are hesitant to use academic language but is willing to try when given the right situations. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| Unexpected situation in technology: Print an A4 size of the PPT. | | | |
| **My Personal Aim** | | | |
| Write a complete and detail lesson plan.  Try to focus more on students’ talk. | | | |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the student and teacher; to increase students’ talk through the sharing of ideas or experiences; to introduce the topic, or something topic-related. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min | T  T-S | “Hello class! Let’s watch a short video.”  (After watching a short video)  What happened to Olivia? (Olivia is not moving.)  What about their mom? What was she doing? (She is calling to 911 for help.)  How did you know that she was calling 911? (Because it was emergency)  “Today our reading topic is about emergency call: 911.” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Presentation  **Purpose of this stage:** To offer any needed help which students may need in order to comprehend the text more easily. This includes teaching from 1 to 4 keywords using the C.C.C technique, and asking a guiding question which will allow students the opportunity to think of and share ideas they are likely to encounter when listening. This encourages the use of their schema when comprehending a text. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  10 sec  2 min  1 min | T-S  T-S  T  S-S  T-S | **Pre-teach keywords: call; medical**  Elicit – What do you do if someone is in danger? (call)  Show PPT 2.  CCQ – Did her mom use a phone to make a call? (yes)  Did she call to talk to someone? (yes)  Drill – Repeat after me. Call (Gesture for 3 times)  Nominate 2 or 3 individually.  Board – Write ‘call’ on the left of the board.    Elicit – If you are sick what do you need? (medical)  Show PPT 3.  CCQ – If Olivia got injured, does she need a medical? (yes)  Does medical help to heal Olivia’s illness? (yes)  Drill – Repeat after me. Medical (Gesture for 3 times)  Nominate 2 or 3 individually.  Board – Write medical on the left of the board.  How many syllables does the word medical have? (3; med/i/cal) Mark with a blue pen.  Where is the stress? (1st;med) Mark with a red pen.  **Guiding Question**  “In what kind of situation do people call 911? For example, the mom called 911 for Olivia. Talk to your partner for 2 minutes. Go.”  Students will talk to their partner based on the questions. For their understanding, teacher should go around and check each student that they are on the right page.  (Clap) “Okay, times up. Who will like to share?”  Feedback. If there is not much time, nominate a few students to share their ideas. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** For students to listen for the first time in order to get the facts. This may include the overall idea or topic of the text; to notice who the speakers are; where they are; and perhaps why they are speaking. The responses are short, objective, and are only a surface understanding. This is an accuracy focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  2 min  1 min  1 min | T  S  S-S  T-S | Close the PPT.  **Instructions. Set the purpose for listening. Hand out worksheets.**  Hold up the worksheet.  Now it’s time to read the phone call conversation, ‘A call for help.’ As you read, you must answer these questions in exercise one only (point to exercise 1). When you catch the answer, write it down next to the question individually.”  I.C.Q – Are we doing exercise 2 also? (no)  Is this for a group or individual? (individual)  Hand out the work sheet.  “You may start.”  **Students read the whole story, and write answers on the worksheet.**  Give a gesture for students to start working on their independent practice, which is to give time to read questions and answer from the story.    **Pair check.**  (Clap) “Okay, times up. Compare your answers with your partner.”  Instruct students to respect peers' opinions.  **Feedback to check accuracy.**  The teacher will ask volunteers to answer the questions. Make sure to check other students who have the same or different answers. Encourage students to speak their answers.  “Does anyone else have a different answer? Who agrees with this answer?” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students listen a second time, more carefully, to infer or interpret meaning of the literal facts. This is still an accuracy focused stage – answers need to be checked for accuracy. Students are required to think about the why in order to support their answers. They may need to focus on things like the overall situation, tone of voice, multiple pieces of information, or a single statement to explain the unspoken, intended meaning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 15 sec  5 min  1 min  2 min | T  S  S-S  T-S | “Let’s move on to exercise 2 (point to exercise 2). Read the story again and answer the questions. This time, you need to think deeply to find the answers. When you find the answers, write it down next to the question individually.”  “You may start.”  Each student will answer the questions by using evidence from the texts. For these questions, students need to use their general knowledge to support their ideas.  **Students read the story again.**  Gesture for students to start working on their independent practice, which is to give time to read questions and answer from the story.  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  (Clap) “Okay, times up. Compare your answers with your partner.”  Instruct students to respect peers' opinions.  **Feedback to check accuracy.**  The teacher will ask volunteers to share their ideas. Make sure to check other students who have the same or different opinions. Encourage students to speak their thoughts.  “Does anyone else have a different thoughts? Who agrees with his/her idea?” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** For students to practice their speaking fluency. Therefore this stage should be no less than 5 minutes to allow students to practice. Give them a few questions to help them communicate without intervention from the teacher. This is a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  5 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  “Let’s move on to exercise 3 (point to exercise 3). Discuss with your partner about this question. This time, you don’t need to write down the answers.”  **Students discuss. Monitor**  “You have 5 minutes to discuss. Go.”  **Feedback. Students share their ideas with the class.**  (Clap) “Okay, times up. Who will like to share?”  Feedback. If there is not much time, nominate a few students to share their opinions. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive note. This will give students a sense of accomplishment, encourage students to continue progressing, and realize how to improve in future. A teacher may also get valuable feedback from students regarding the activities used in the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  “It was challenging, but you guys did a great job. Did you guys enjoy this topic?”  **Inform students about the topic for the next lesson.**  “Tomorrow we will learn about self-defense technique, how to defend our self. It will be fun to study.”  “You are dismissed.” |

**Instructor’s Comments and Assessment**

|  |  |  |
| --- | --- | --- |
| **Pros** | | |
|  | | |
| **Cons** | | |
|  | | |
| **Change** | | |
|  | | |
| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |