Background Information Sheet

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Leah | TESOL | 27/10/2020 | Reading | PPP | 30min  |

|  |
| --- |
| **Lesson** |
| **Topic** | Club  |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

|  |
| --- |
|  **Materials and References**  |
| **Children’s book, pictures for keywords, worksheet**  |

|  |
| --- |
| **Student Profile** |
| **Level** | High intermediate |
| **Age** | 7-8 | **Number of Students** | 2 |
| **Detail** | Students are highly motivated learners. There is a strong rapport among the students and they are very outspoken. They are used to pair works. They have already learnt about the vegetables in the last lesson.  |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Desk arrangement – change the arrangement so that it is easy for students to speak to each other. No interest in the topic – do a great lead-in and show them the linkage with the previous class to get attention and interest. Spending too much time when they should be skimming and scanning – give clear instructions and time limit.  |

|  |
| --- |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to lead a lesson with proper time management, clear instructions and asking good CCQs.  |

|  |
| --- |
| **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. This is a BEFORE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min30 sec | TS-ST-S | Greet. Instructions.“Hi, everyone. How is everyone feeling today? Today, we are going to read this book as we have learnt about vegetables in the last lesson. Please have a look at this picture (show the cover of the book). What do you see and what do you think the book is about? Think and guess what the book is about.” “Talk to your partners about what you think the book is about and share ideas and thoughts.” What vegetables are they? Where are they? What are they doing? “Please share with the class your guesses.” You maybe right about the story being all about the carrot or all the vegetables in the supermarket. Let’s find out.  |

|  |
| --- |
| **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. This is a BEFORE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 4 min30 sec1min30 sec | T-ST-SS-ST-S | **Pre-teach keywords: club, veggies, allowed****Club**Elicit: Show students a picture of school clubs. What do you see? Are they in groups? What are they doing? Is this during school or after school? CCQ: Is there more than one person in a club? (yes)Do they do the same activities and have same interests? (yes) Are the people in the club called members? (yes) Listen and repeat 3 times “club”Write down the word “club” – one syllable - show the stress – it is a noun **Veggies** Show them a picture of all kinds of vegetables. Ask the students what it is? How would you call them in shortened form? CCQ: Is it the same word as vegetables? (yes) Is it an abbreviation? (yes) Is it in plural? (yes) Listen and repeat 3 times “veggies”Write down the word “veggies” – two syllables - show the stress – it is a noun **Allowed**Show the picture from the book. What does the sign say? CCQ: Can you take food and drinks inside? (no) Can you walk where the sign is? (no) Do these signs prevent you from doing something? (yes) Do you need a permission to walk or take food and drinks? (yes) Listen and repeat 3 times “allowed”Write down the word “allowed” – two syllables - show the stress – it is a verb (past participle) **Guiding Question**Discuss with your partner 1. Why do you go to a club?
2. What do you do in a club?
3. How do you join a club?

Students discuss the question with a partner.Feedback. Nominate a few students to share their ideas. (Optional.) |

|  |
| --- |
| **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). This is a WHILE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min1 min1 min | TSS-ST-S | **Instructions: “**You will read the story to answer the questions on the worksheet. I will hand out the worksheet. You have 2 min to read and complete the worksheet and work individually.”**ICQ** “Do you work in pairs?” (no) “How many minutes to complete?” (2min) “Can you read first and do the worksheet?” (yes) **Monitor the students** **Worksheet questions** 1. Who can get into a club? (only carrots)
2. What does Polly do? (paint herself orange)
3. What vegetable is Polly? (parsnip)
4. What do they do inside the club? (they tell jokes, play games, and have a pool party)
5. Why did the water turn orange? (because of Polly’s paint)
6. What does Polly say to carrots? (she tells them that she is cool, funky and fun, but she is not a carrot).

**“**Now work in pairs to check the answers.” Monitor the students’ discussion. “Are your answers all the same?” “Let’s go through them together!” |

|  |
| --- |
| **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. This is a WHILE READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec3 min2 min1 min | TSS-ST-S | **Instructions:** “You will read the story again to answer the questions in the worksheet. Wok individually and you have 3min to complete the worksheet.” **ICQ** **“**Do you work in pairs?” (no) “How many minutes to complete?” (3min) “Can you read first and do the worksheet?” (yes) **Monitor the students.** **Interpretive questions**1. What made carrots change their minds about allowing other veggies to join the club? And why?
2. Why did Polly paint herself?
3. Why does Clive say that “who would have thought that a parsnip could be so interesting?”
4. Why is there a rumor that the odd piece of fruit can come to the club?

**“**Now, check with your partner to see if you have the same answers.” Monitor the students’ discussions. “Let’s go through the questions together and check answers. You may have different answers and thoughts about the questions.”  |

|  |
| --- |
| **Stage Name:** Production - Applied Comprehension**Purpose of this stage:** is for students to practice their speaking fluency and is related to the lesson topic. This is an AFTER READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 1 min6 min1 min | TS-ST-S | **Instructions:** “Discuss with your partner about the 2 questions. Work in pairs and share experiences and thoughts. You have 6 mins to discuss”.**ICQ**Do you work in pairs? (yes) How many minutes to discuss the question? (8min) How many questions do you have to talk about? (2) Monitor the students’ discussion. Take a note of any mistakes or feedbacks needed. “Have you ever been rejected by a club when you wanted to join one? How was that experience?” “Would you recommend someone to join a club or not? and why?” **“**Let’s share your thoughts and experiences together and I will provide some feedbacks.”  |

|  |
| --- |
| **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. This is an AFTER READINING stage. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 2 min | T | “Everyone did a great job today. Today’s story was fun and I feel that we all learnt something from the story. What you did well vs what needs to be improved. Any feedbacks or delayed corrections. **Homework** **“**Write 3 to 5 sentences on what you would have said to the Carrots if you were Polly.” “See you all next class! Good job everyone!”  |

**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** |  |  |