Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Ko Un Choe | 213WK | 10/31/20 | Reading | PPP | 30min |

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| **Lesson** | |
| **Topic** | Doodles tell about you |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| <http://htp-test.com/mini/htp_test01_00.htm>; <https://www.slideshare.net/MuhammadMusawarAli/house-tree-person-test-149124029>; Background Knowledge Reading book; worksheet; blank piece of paper; pen or pencil; picture  **;** |

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| **Student Profile** | | | |
| **Level** | Beginner | | |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | This is a general English class and students are highly motivated learners.  They are interested in those kinds of topics. Their reading skills are better than speaking skills. Students know most vocabularies used in this lesson. They tend to favor the visual learner mode. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Ss might have problems figuring out the meaning of some vocabularies. -> T can explain the meaning of new vocabularies in easier way or Ss can help each other. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to write out a complete, detailed lesson plan.  Another aim is to help my students to remember new vocabularies in acquisition way so that without looking up new vocabularies on dictionary, they can figure out the meaning by comprehending the context. |

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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. This is a BEFORE READINING stage. | | |
| **Materials**: HTP test paper; interpretation paper | | |
| **Timing** | **Interaction** | **Procedure** |
| 1min  1 min  2 min | T  S  S-S | T: Hi, everyone. How are you today?  S: Good!!  T: Before we start our new lesson, we will do something fun!  We are going to do HTP Test. HTP means House, Tree, and people.  Have you ever heard about this? Or tried this before?  S: Yes/no  T: HTP test is a personality projective test that helps you to judge your personality or your current feelings. I will give you one piece of paper. I want you to draw a house in the first box and a tree in the second box. We are not going to do people part today because it might take too long. I will give 1 min.  (T: hand out HTP Test paper)  CCQ   1. Are you going to draw a house and a tree in the same box? No 2. Are you going to draw people? No   T: You can start.  (Ss: work on their drawings)  T: Are you done? Now, I will give you the test interpretation paper. You can check your result first and share your result with your partner. I will give 2 min.  (T: hand out the test interpretation paper)  CCQ   1. Are you going to share your result with your partner? Yes 2. How many minutes? 2 min     (Ss: do pair work)  (T: monitor Ss closely)  T: Ok! Was it fun?  S: Yes! |

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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. This is a BEFORE READINING stage. | | |
| **Materials:** vocabulary work sheet; picture; board and marker; guiding question paper | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec  30 sec  1 min  10 sec  30 sec  30 sec | T  T  S-S  T-S  T-S  T  S-S  T-S | T: Before we start reading a new article, we will learn some new vocabularies.  I will hand out a vocabulary work sheet. You can read the sentences and guess the meaning of the words. Then, turn over the page. You will see exercise B. you can write the word above these pictures. You have 1 min.  (T: Hand out vocabulary work sheet)  CCQ   1. Are you going to write your answer? Yes   (Ss: Do the work sheet)  T: Are you done? Now you can compare your answer with your partner. I will give you 30 sec.  (Ss: work on their work sheet)  (T: hold up exercise B and ask Ss for answers. Board them)  T: OK! What is the answer for this picture1? Picture2? Picture3? Picture4?  S: personality / doodle / ambitious / Affect  ---------------------------<optional>-----------------------------  T: Listen. “doodle” where is the stress? 1st  “personality” where is the stress? 1st/3rd  “ambitious” where is the stress? 2nd  “affect” where is the stress? 2nd  Listen and repeat 3 times.  (Ss: repeat 3 times)  **---------------------------------------------------------------------**  T: Very good! I have two questions for you. I want you to discuss them with your partner. You have 30 sec.  Guiding Question   1. Why do you think people doodle? 2. When you doodle, do you draw certain things? What do you usually doodle?   (T: hand out guiding question paper)  (Ss discuss)  (T: ask each student for an answer)  T: Ok! \_\_\_\_\_\_\_\_, Why do you think people doodle?  (S: Answer)  T: \_\_\_\_\_\_\_\_\_\_, What do you usually doodle?  (S: answer) |

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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). This is a WHILE READINING stage. | | |
| **Materials:** Work sheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | T: I am going to hand out work sheet. I want you to search for the answers quickly and write them next to the question. You are going to do only exercise A. I will give 2 min.  (T: hand out reading material and work sheet)  CCQ   1. Are you going to write down your answers? Yes 2. How many minutes? 2 min   (Ss: do exercise A)  T: done? You can check your answers with your partner. I will give you 1 min.  (Ss work in pairs)  (T: nominate a student for an answer for each question)  (S: give answers)  T: \_\_\_\_\_\_\_\_, what is your answer for Q1?  S: during a meeting or in class  T: : \_\_\_\_\_\_\_\_, Q2?  S: Arrow and ladders-ambitious / faces-a good sense of humor or a lack of confidence / shapes-a logical way of thinking / flowers and plants-sensitive, warm, and kind  T: : \_\_\_\_\_\_\_\_, Q3?  S: True  T: : \_\_\_\_\_\_\_\_, Q4?  S: Doodlers-7.5 / non-doodlers-5.8  T: Very good! You got them right. |

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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. This is a WHILE READINING stage. | | |
| **Materials:** Work sheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | (T: hold up work sheet and give Ss instructions)  T: Turn over your work sheet. There is exercise B. Read the question first. Then read the article slowly and carefully to find the correct understanding. In a few sentences, write your answer under each question. I will give 3 min.  (Ss: do exercise B)  T: Now, you can share your answer with your partner. You have 1 min.  (Ss work in pairs)  (T: monitor carefully)  (T: ask Ss for answers)  T: Ok! We can check the answers together.  \_\_\_\_\_\_\_\_\_\_\_, what do you have for question 1?  (S: give an answer)  T: \_\_\_\_\_\_\_\_\_\_\_, what’s your answer for question2?  (S: give an answer)  T: Good job! |

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| **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** |
| 30 sec  6 min  30 sec  2 min | T  S-S  T-S  T-S | (T: hold up work sheet and point to exercise C)  T: Now, we are going to do exercise C. Talk openly with your partner about the following questions. You can talk about your experience or opinion. I will give you 6 min.  (Ss: work in pairs)  (T: monitor)  T: Ok! Very good! I could see that you shared your thought freely.  (T: give Ss feedback)  --------------------------<Optional>--------------------  T: Now we have some time left. Before we wrap up our class, we will do another personality test.  Here is a question.  Q: You got bored with your life, left everything behind and went to a jungle. You spent some time there and now it is time for you to come back to your own life. A chief you met there and became close to you is trying to give you an animal as a gift. What would you choose?  There are a Panda / Sheep / Tiger / Horse / Monkey / Cow  (T: board them)  T: Now, I will give you the interpretation paper. You can read them and see if that really matches your personality or current mood.  (T: Hand out interpretation paper)  (Ss: Read interpretation paper)  T: \_\_\_\_\_\_\_\_\_, which animal did you choose? Does it match your personality or current mood?  S: give an answer.  T: How about you, \_\_\_\_\_\_\_\_\_\_?  S: give an answer |

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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. This is an AFTER READINING stage. | | |
| **Materials**: Work sheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 2 min | T | T: Class, you did a good job, today.  (T: Tell the class what they did well, and what needs to improve.)  (T: Offer delayed corrections)  (T: point the bottom of worksheet)  T: We have homework today. On the bottom of your work sheet, there is a website. Go to that website and try the HTP test. Write down your result that you want to share with your partner. And bring it to our next class. Do you have any question about your homework?  S: No    T: Good! On our next class, we will read an article about Halloween. Have a good day!! |

**Instructor’s Comments and Assessment**

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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** |  |  |