Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Kyla | 215 WD | 2020/12/23 | Reading | PPP | 25 min |

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| **Lesson** |
| **Topic** | A friend’s help |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

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|  **Materials and References**  |
| **Board, pens, music, worksheets** |

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| **Student Profile** |
| **Level** | lower Intermediate |
| **Age** | Teens | **Number of Students** | 5 |
| **Detail** | Students are all native Koreans. Everyone is motivated to learn English. |

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| **Anticipated Difficulties and their Solutions:** |
| Check the pen before starting the class.Time management - Time may be delayed due to role play. Count the time and encourage the student to keep the time. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to * present the target language using a situational presentation
* to be an involver type teacher
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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:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min 30 sec | T-SS-S T-S | **Greet. Instructions.**Hello everyone~ Today we are going to study reading with a fun story!Talk to your partner about one of your friends and introduce. Let’s start! **Brainstorm/talk to a partner.****Feedback if appropriate.**Point 1-2 students and ask “Can you introduce your friends for me?”  |

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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:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 2 min2 min1 min1 min | T-ST-S   T-S T-S | **Pre-teach keywords**Ok guys it is very interesting! Elicit – Now look at the board and guess what I draw.(draw some animals, fish, a bird, a man) how can we say all of these? –(creature)  CCQ – Are they alive? (Yes) Are they the plant? (No) Is it only human? (No) Drill – listen and repeat 3 times with gesture.Board – write on the board (crea/ture)How many syllables? (2) where is the stress? (first) and it is a noun. Good job guys! Elicit – everyone please look at me! (demonstrate- acting borrow money from a student and repay with thanks.) What did I do? –(repay)  CCQ – Did I receive something from her? (Yes) Did I give back it? (Yes)Drill – listen and repeat 3 times with gesture.Board – write on the board (re/pay)How many syllables? (2) where is the stress? (first) and it is a verb.  **Guiding Question**Have you ever helped other people? or been helped by others? Talk to your partner.  Feedback. Nominate a few students to share their ideas. (Optional.) |

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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:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min30 sec10 sec1 min1 min | T-SS T-SS-S T-S | Now we have an exercise!Read this story and after reading it, answer the question for only exercise A individually! **I,C,Q** Do you have to solve only exercise A? (yes)Do you work together? (No)**Students read the whole text for the 1st time, and write answers on exercise A**OK time’s up! Compare your answer with your partner.**Students compare their answer. Monitor from a distance****Feedback to check accuracy.**Let’s check the answer! what did you get answer for number 1?and number 2?and number 3 and the last question? (right answer- good job! / wrong answer-it is good, but any other ideas?) |

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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:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec 10 sec2 min1 min2 min | TT-SSS-ST-S | **Instructions. Set the purpose for reading.**This time, we are going to read the story again but very carefully!After that, answer the question for exercise B! **I.C.Q- what should we solve? A or B? (B)****Hand out worksheets.****Students read for the 2nd time. Students write their answers down.****Pair check. Monitor.****Feedback to check accuracy.** Ok, let’s share the answer. |

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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** |
|  10 sec5 min1 min | TS-ST-S | **Instructions.** Turn over the paper and there are two questions. talk to your partner about it. **Students discuss. Monitor (music)****Feedback**Who wants to share the idea? |

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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:** 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.****Good job guys. Did you enjoy discussing?****Offer delayed corrections to the previous stage.****(if there is no problem, set homework)****Set homework.****Today we have no homework. Tomorrow is Christmas! Have a lovely weekend see you next week.** |

**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** |  |  |

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**Exercise A**

1. **Who helped the lion?**
2. **Who caught the lion?**
3. **What did the mouse gnaw until the lion was free?**
4. **Rope**
5. **Cheese**
6. **His face**
7. **Did the lion and mouse become friends?**

**Exercise B**

**Why did the lion learn that a creature is a creature?**

**Exercise C**

1. **You are the lion. Other lions don’t understand you and the mouse are friends. How can you introduce your friend to other lions?**
2. **Is it necessary to repay kindness? (why?/why not?)**

**ANSWER SHEET**

**Exercise A**

1. **Who helped the lion?**

 **A mouse**

1. **Who caught the lion?**

**Hunters**

1. **What did the mouse gnaw until the lion was free?**
2. **Rope**
3. **Cheese**
4. **His face**
5. **Did the lion and mouse become friends? (YES)**

**Exercise B**

**Why did the lion learn that a creature is a creature?**

Before that, he used to kill the mouse easily.

He ignored the little mouse, but eventually he was helped by the mouse when he was in danger.