Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Matilda | TESOL | 24/12/2020 | Reading | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Ricardo swaps his lunch |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

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| **Materials and References** |
| **Whiteboard, marker, worksheet**  **Reading material: Ricardo Swaps His Lunch written by Michael Wagner** |

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| **Student Profile** | | | |
| **Level** | Lower Intermediate | | |
| **Age** | 12 years old | **Number of Students** | 5 |
| **Detail** | Students are interested in short story of reading material and ready to express their opinion based on the comprehension. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Lack of students’ interest in reading class-> Let students tell their experience about the related topic and make them comfortable and relaxed.  Lack of teacher’s confidence in running the class-> Doing rehearsal before the class  Time management-> Manage the time assigned on each stage properly and do the right decision if the flow is not working as planned. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to draw out student’s participation and reduce teacher’s talk. |

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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:** whiteboard, marker | | |
| **Timing** | **Interaction** | **Procedure** |
| 20 sec  2 min  40 sec | T  T-S/S-S  T-S | **Greet. Instructions.**  -Hello, everyone!  -What is your favorite lunch box menu your mom made? Talk to your partner about this for 2 minutes.  **Brainstorm/talk to a partner.**  **Feedback if appropriate.**  -Share the idea with other classmates. |

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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:** whiteboard, marker | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  20 sec  2 min  40 sec | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords-glance, peer, swap**  Elicit-glance: mime a quick and short look  CCQ-Do you look at something quickly? (Yes)  Do you look at something closely? (No)  Does it take long time or short time to look at it? (Short time)  Drill-Listen and repeat 3 times.  Board-How many syllables? (1)  Elicit-peer: mime to look closely or carefully at something/someone  CCQ-When you peer in something, do you look at it closely? (Yes)  When you peer in something, do you look at it very carefully? (Yes)  Does it take longer to peer in something than glancing at it? (Yes)  Drill-Listen and repeat 3 times.  Board-How many syllables? (1)  Elicit-swap: draw a ladder on board to decide the order of presentation.  Someone wants to change the order with other person.  CCQ-Do you give something for another? (Yes)  Does each person get what they want? (Yes)  If you give something to someone but you received nothing, then  Can we say that you swapped? (No)  Drill-Listen and repeat 3 times.  Board-How many syllables? (1)  **Guiding Question**  -Do you have an experience that you swap your lunch box with your friends?  -Talk to your partner about this for 2 minutes.  Students talked to their partners.  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: reading material, worksheet** | | |
| **Timing** | **Interaction** | **Procedure** |
| 20 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  -Here are short story and worksheet. After you read, do the exercise one only.  -You should read the question and write the answer.  ICQ-Are you going to do exercise one only? (Yes)  **Hand out reading material.**  -You have 2 minutes.  **Students read the whole text for the 1st time, and write answers on the worksheet.**  **Pair check.**  Compare the answers with your partner.  **Feedback to check accuracy.**  Nominate student to check the answers |

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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: reading material, worksheet** | | |
| **Timing** | **Interaction** | **Procedure** |
| 20 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  -Move on to exercise two. Read the question and write the answer. You have 2 minutes.  **Students read for the 2nd time. Students write their answers down.**  **Pair check. Monitor.**  -Compare the answers with your partner.  **Feedback to check accuracy.** |

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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:** worksheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 20 sec  5 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  -Move on to exercise three. No need to write the answers.  Talk to your partner freely for 5 minutes. You can choose one of these question or talk about both of them if you have time.  ICQ-Do you need to write an answer? (No)  **Students discuss.**  **Feedback. Students share their ideas with the class. (Optional.)** |
| **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:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **Set homework. (Optional.)**  **Inform students about the topic for the next lesson. (Optional.)** |

**Worksheet**

**Exercise one: Read the question below and write the answer.**

1. **When Ricardo opened his lunch box, what was in it?**
2. **What was the name of Richardo’s friend?**
3. **When Toby opened his lunch box, what was in it?**
4. **Who was the person having his favorite menu in his lunch box?**

**Exercise two: Read the question below and write the answer.**

1. **Why did Toby swap the lunch box?**

**Worksheet**

**Exercise Three: Talk to your partner freely about any of the questions below. No need to write!**

1. **Your mom keeps packing healthy, but not tasty food for your lunch. What would you want to put in, if you could pack your own lunch box for school?**
2. **You and your friend swap something, but you regret it and want to change back. How do you tell your friend nicely?**

**Answer Sheet**

**Exercise one: Read the question below and write the answer.**

1. **When Ricardo opened his lunch box, what was in it?**

**A meatball sandwich**

1. **What was the name of Ricardo’s friend?**

**Toby**

1. **When Toby opened his lunch box, what was in it?**

**Egg and cucumber roll**

1. **Who was the person having his favorite menu in his lunch box?**

**Toby**

**Exercise two: Read the question below and write the answer.**

1. **Why did Toby swap the lunch box in the end?**

**Because when Ricard opened his lunch box again, Toby peered in and he liked what he saw.**

**Instructor’s Comments and Assessment**

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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** |  |  |