Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Grace Eunhye Oh | TESOL | 2020-12-24 | Reading | PPP | 25min |

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| **Lesson** | |
| **Topic** | Problem Puppy |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| **The Trouble with Samson written by Carol Jones, Longman** |

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| **Student Profile** | | | |
| **Level** | Lower intermediate | | |
| **Age** | 10 | **Number of Students** | 5 |
| **Detail** | This is a general English class who are highly motivated learners. The students are all Koreans, and they are accustomed to pair work/group work. However, they still need to practice their speaking fluency. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Some new vocabs that aren’t familiar with them -> Give them good CCQ so that they could understand well.  At the beginning of class-> Set the timer for time management and reduce teacher talk. |

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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; have a confidence. |

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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** |
| 10 sec  2 min  10 sec | T  T-S/S-S  T-S | “Hello everyone. How are you this morning?”  Do you have a pet? If you have a pet, share any fun things about your pet.  If anyone doesn’t have a pet, share your opinion, whether you’d like to have a pet or not. And why?  Talk to your partner.  Feedback if appropriate. |

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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** |
| 1 min  1min  1min  2min | T-S      S-S  T-S | **Pre-teach keywords: sneak, hog, moan**  **1)sneak**  **Elicit- Mime the word, sneak (Ask a student to volunteer to help me. I’ll ask Kylar to help me.**  **She will come up to the front and sit on a chair I already prepared, Ask her to read a book, then I will pretend I’m sneaking her.) What am I doing? I am sneaking**  **CCQ- When I’m sneaking, I’m going to somewhere very quietly. True? Yes**  **“When I’m sneaking, I’m going to somewhere very secretly. True? Yes**  **“Did I look to avoid she could see me or hear? Yes**  **Drill-“Everybody listen and repeat.” (gesture 3 times)**  **Ask individually.**  **Board-sneak**  **How many syllable? 1**  **Where’s stress? Second “Is it verb or noun? verb**  **2)hog**  **Elicit: Mime the word, hog (using two stuffed animals and pretend talking each other.**  **Stuffed animal A: “Hurry up! I’m in hurry, I have to use bathroom right now!**  **Stuffed animal B: “No, I’m still doing something for my hair. I need one more hour to be done. You have to wait! She hogs the bathroom…**  **CCQ-“Did she take the bathroom for long?” Yes**  **“Did she share the bathroom when someone needed?” No**  **“Did she take it in impolite way?? Yes**  **Drill-“Everybody listen and repeat. ”hog”(gesture 3 times)**  **Board-Board a word, hog**  **“How many syllables?” 1, “Where is stress?” first “Is it verb or adj?” verb**  **3) moan**  **Elicit-Mime to pretend I’m complaining to mom I don’t want to study. There’s no reason to study for me blahblah…**  **CCQ-Did I complain to someone? Yes**  **Did I say in an annoying way? Yes**  **Did my voice sound unhappy? Yes**  **I moaned.**  **Drill-“Everybody listen and repeat.” “Moan” (gesture 3 times)**  **Ask individually**  **Board- Board a word ‘moan’**  **“How many syllable?” 1**  **“Where’s stress” first “Is it verb or noun” verb**    **Guiding Question**  “Have you ever had any trouble with the person or your pet you are living together. Talk to your partner what happened?  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** |
| 10 sec  2 min  30 sec  30 sec | T  T-S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  **“Class, I’ll give you guys worksheet. Read the story, and do exercise 1 individually. Don’t do exercise 2!”**  **I.C.Q- “Are you going to do exercise 1 only?” Yes**  **“Are you going to work individually? Yes**  **Pair check.**  **Feedback to check accuracy. Ask class…**  “What is the answer?”  “Do you agree this answer?” |

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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** |
| 10 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  **Good. Now, we do the exercise 2. Read the story again, and write your answer down on the worksheet. I’ll give you 2 min.**  **I.C.Q- “Are you going to read the story again? yes**  **“Are you going to write down your answer on the sheet?” Yes**  **Students read for the 2nd time. Students write their answers down.**  **“Time’s up. You can share your answer with your partner, and compare if there’s any difference.”**  **Pair check. Monitor.**  **Feedback to check accuracy. Ask student to share their answer.**  What is the answer?  Does anyone else have a different idea?  Do you agree this 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** |
| 20sec    6 min  2min | T    S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups. You don’t need to write down anything.**  **1)“Talk to your partner what happens next in the story?”**  **2) “How do you solve the problem when you have conflicts with your friends because of different ideas or tastes?” (Back-up Q)**  **Students discuss.**  **Feedback. Students share their ideas with the class. (Optional.) “Binnie, can you share your ideas?**  **“How about Summer?”** |

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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** |
| 2 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.) “I will text you the HW”**  **Inform students about the topic for the next lesson. (Optional.)** |

**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** |  |  |
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