Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Binnie | TESOL | 2020.12.22 | Reading | PPP | 25 |

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| **Lesson** |
| **Topic** | A pill for love  |
| **Main Aim** | students practice their reading comprehension. |
| **Secondary Aim** | students practice their speaking fluency. |

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|  **Materials and References**  |
| **Script / worksheets / drawing / pens**  |

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| **Student Profile** |
| **Level** | Intermediate level |
| **Age** | High school students | **Number of Students** | 5 |
| **Detail** | They are all native Korean. They are more confidence about reading skill than speaking. And they are interested in specialized situation like love, relationship. They need to improve vocabulary that is not familiar and speaking fluency.  |

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| **Anticipated Difficulties and their Solutions:** |
| They are not interested in reading -> give them interesting topic that can draw their interests.They want to talk with friends too much -> give them enough time to talk with friends. Teacher can be nervous -> prepare words card and teacher can refer to whenever teacher want.  |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to deal with time management well |

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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** |
| 10sec2 min50sec | TS-ST-S | T- Do you believe there is forever love? Or not and why talk to your partner for 2min.talk to a partner.T Time is up!Pick one of each group to share of their opinion. |

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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** |
| 2min2min  2min | T-STS-ST-S | **[Unconditional/** No limited by or depending on any conditions]Elicit – let’s see short story. Kyla can you help me? **Script #1**  Okay! guys what you can see In this situation. Binnie loves Kyla. Do all people love like Binnie? How we can describe Binnie’s love? Her love is unconditional. CCQ – 1 is it depending on any conditions? (NO)  2 does it require any reward? (NO)  3 is it unlimited? (YES)Drill – choral and individual drilling for correct pronunciationBoard – How many syllables? **un‧con‧di‧tion‧al (5)**Where is stress? Third! [**pil**l/ a small solid piece of medicine that you swallow whole] Elicit –show **Script #2**   Okay! guys what you can see In this situation. Binnie got a lovesick so what did binnie do!  A medicine? It is medicine but look at the drawing! How about the shape? It has its own name Yes~ it is a pill CCQ – 1 does it make you feel better? (yes)  2 is it powdered medicine? (NO)  3 can you swallow whole? (YES)Drill – choral and individual drilling for correct pronunciationBoard – How many syllables? **pil (1)**What is the function? Noun T- If you get a pill which make whoever love you unconditionally, will you use it or not? And why? Talk to your partner for 2 min.Talk to a partner. |

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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 sec1.5min30sec1 min | TT-SSS-ST-SS | T - Look at this. there is a reading material and questions. Now we are doing exercise A. you don’t need to read it in detail. You just find the answer quickly and write down below the exercise A.I.C.Q1 will you read carefully? (no)2 will you do exercise A? (Yes)Do exercise AOkay. You have 1 min and halfCheck with your partner quicklyFeedback to check accuracy.Kyla what is no.1 ? -🡪 |

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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 sec2.5 min1 min1 min | TT-SSS-ST-S | T- Let’s move on to the next page. This time please read slowly and carefully and think of the answer of exercise B. if you want you can write down the answer.I.C.Q1 do you have to write down answer? (NO)2 will you do exercise B? (YES)Read and think or write down answer.  Talk to your partner about exercise BNominate a one student of each group to share their ideas. |

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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** |
| 30sec5min1 min | TS-ST-S | Let’s move on to the next page. Look at the exercise C. there are 2 questions. You should do 2 all questions though, it is not necessary. You have 5min. How many questions are there? (2)Do you have to discuss all questions? (no)Students discuss**.**Nominate a one student of each group to share their ideas |

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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 | Someone said if I notice, I will break up.Is it correct? If I notice, I would break up is betterYou did well!!!Okay today is no homework! have a good day guys! |

**script**

#1

Binnie: kyla I want to be your girlfriend!!!

Klya : i’m bagger now. I can’t do anything for you. is it okay?

Binnie : I don’t care !

Kyla : I have no hair ! and I have 14 sisters. Is it okay?

Binnie : I don’t care who you are where are you from what you did! I just love you !

#2

Binnie: I got a love sick.TT I miss kyla. I almost die!!

Chin ha: binnie! Are you okay? I will get this to you. (show drawing to classmates and give binnie)

 It will help you

(binnie act like popping a pill)

Binnie : thanks for this. I’m good now! Thank you chin ha

**A pill for love.**

Let’s face it!

Finding unconditional love could be a lifelong journey.

But these days, scientists say, forget romance.

Finding your soul mate could be as easy as swallowing a pill

The research out of Oxford University says it’s as simple as finding these chemicals

,finding the right balance, and there you go!

You’ve got your very own love potion.

But not everyone’s persuaded.

Now take a look at this list.

Researchers say a pill that contains these five drugs would chemically

change a person’s thinking of attraction and relationship.

In other word, make them love you.

But clinical psychologist Dr. Donna Rockwell says not so fast.

Do you want your love to be biologically affected?

I think that that’s the question you need to ask yourself before you take

a lot of drugs.

**Exercise A. Write the answer below the questions.**

1 What could be a lifelong journey?

Finding love

2 How many drugs a medicine contains?

Five drugs

3 What makes a person’s thinking to be changed

A pill

4 Who said not so fast?

Dr. Donna Rockwell

**Exercise B.** **Write the answer below the question.**

1 Why Dr. Donna Rockwell said not so fast?

she thinks it is not good. So you need to think whether it is good for you or not. You need to ask yourself that you really want to get this.

**Exercise C. answer about these questions.**

1 if you notice that your boyfriend or husband have used this medicine to you, how do you deal with the situation? Will you break up or not?

2 what factors is needed to make relationship longer. You should think factors and reasons as much as you can.

**Instructor’s Comments and Assessment**

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|  **Pros** |
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|  **Cons**  |
|  |
|  **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** |  |  |