Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Helen Cho | TESOL | 17/07/2021 | Reading | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Friendship or Fame? (Transcripts from Disney Pixar film “Coco”) |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| Transcripts from Disney Pixar film “Coco”: <https://transcripts.fandom.com/wiki/Coco> (Page 12)  worksheet; board pens; P.C. and audio equipment |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Teens | **Number of Students** | 3 |
| **Detail** | This is a General English class and students are all Korean teenagers. Some of them have watched animation movie “Coco” already but some others have not. But, “Coco” is famous movie so students can enjoy this reading class. However, this is the first time to read English scripts so students need to be read carefully what writer uses punctuation to suggest body language and tone of voice. | | |

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| **Anticipated Difficulties and their Solutions:** |
| * Students might not be familiar with reading scripts->I can give them brief background information about the scene * There are some Spanish words in script since the background of the movie is Mexico->mi amigo=my friends, El Camino a Casa=the way home |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to:   * make sure students understand written materials literally and interpretively and connect them to their knowledge * to be an involver type teacher * manage time (30 min) * reduce TTT and increase STT |

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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** |
| 20 sec  2 min  30 sec | T  S-S  T-S | Make a horseshoe desk arrangement.  How are you class?  Do you have best friend? Please talk about your best friend to your group. How did you meet? What do you like most about him or her?  You have 2 minute to talk about your best friend.  Ss talk about their best friends.  Feedback. Share about your best friends. (Optional) |

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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** |
| 5 min  10 sec  2 min  30 sec | T-S  T  S-S  T-S | **Pre-teach keywords: take credit, call for a toast**  **[take credit]**  Elicit – Everyone, look at here.  (Play with one student) We are a great team. I like your wonderful idea. Without you, I could not finish this team project.  (In front of Boss) Here is our project. Do you like it? I am the one who did all this work by all myself.  Can you tell me what I am doing? (You are taking credit for her work./ I take credit for her work.)  CCQ – 1) Do I receive praise about the project? (Yes)  2) Am I deserved to receive it? (No)  3) Am I stealing her work and idea? (Yes)  Drill – Listen and repeat 3 times after me. (Gesture)  Nominate for individual drilling.  Board – Write “take credit” on the board.  How many syllables in credit? (2) Mark with a blue pen: cred/it  Where is the stress? (1st) Mark with a red pen: credit  What part of speech? (noun) Write down (n) with a green pen.  **[call for a toast]**  Elicit – Everyone, look at the monitor. What is it?  Where are they? (In the wedding)  What are they doing? (Drinking)  What do we call for this kind of ritual for drinking to someone’s health or good luck? (a Toast)    CCQ – 1) People drink? (Yes)  2) Do you raise a glass of drink or a piece of bread when someone calls for a toast?  (A glass of drink)  3) When people usually do a toast? (To celebrate something like wedding or New Year’s Day)  Drill – Listen and repeat 3 times after me. (Gesture)  Nominate for individual drilling.  Board – Write “call for a toast” on the board.  How many syllables in toast? (1)  What part of speech? (noun) Write down (n) with a green pen.  **Spanish Words:**  Does anybody can speak Spanish?  If there is=> What is “mi amigao?” (It is my friend.)  What is “El Camina a Casa?” (It is the way home)  If there isn’t=>I tell them right away.  **Guiding Question**  Have you ever experienced any betrayal of your best friends? What do you do when your friend betrays you? Share about your experiences and ideas with your group. You have 2 minutes.  Ss talk about their best friends. Monitoring in distance.  Feedback. Nominate a few students to share about their best friends. |

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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 sec  2 min  30 sec  1 min | T  S  S-S  T-S | **Instructions**  Here is a script from Disney animation “Coco.” You can read fast and work on your Exercise A. You have 2 minute to read and complete answers in Exercise A. You can simply highlight the answer in the text.  **I.C.Q.**  1) Do you work with group? (No)  2) Do you do Exercise B now? (No)  3) How much time do you have? (2 min)  **Students read the whole text for the 1st time, and write answers on the worksheet.**  **Pair check.** Check your answers with your group.  Monitoring.  **Feedback to check accuracy.**  Do you agree with her?  Anyone has different 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** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions.**  For this time, you read text carefully and work on Exercise B.  You will have 3 minutes to read and answer Exercise B.  **I.C.Q.**  1) Do you work with group? (No)  2) Do you do Exercise B now? (Yes)  3) How much time do you have? (3 min)  **Students read for the 2nd time. Students write their answers down.**  **Pair check.** Check your answers with your group.  Monitoring.  **Feedback to check accuracy.**  Do you agree with her?  Anyone has different answer?  Why do you think so? |

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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** |
| 1 min  5 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Write a script what happened after. Discuss with your group for 5 minutes and you will play the roles of Hector, Ernesto and Miguel.  **(Backup Topic)**  If you are Ernesto, what would you do when Héctor told you he is leaving you? Share about your ideas with your group. You have 5 minutes.  **Students discuss.**  **Feedback. Students play the roles.**  **(Backup Topic) Students share their ideas with the class.** |

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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.**  How was reading scripts? Did you enjoy the reading class?  (Tell students what they did well during the class.)  **Offer delayed corrections to the previous stage.**  **Set homework.**  Write a script for the scene you meet your best friend after 30 years later. It could be about 20 to 25 lines.  **Inform students about the topic for the next lesson.**  Next class, we will read script for next scene of “Coco.” If you haven’t watched this movie yet, it is totally fine. You will find more interesting topics from reading scripts. |

**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** |  |  |

**텍스트이(가) 표시된 사진

자동 생성된 설명**

**Ernesto**: My friend. You’re… you’re being forgotten.  
**Héctor**: And whose fault is that?  
**Ernesto**: Héctor, please.  
**Héctor**: Those were my songs you took. My songs that made you famous.  
**Miguel**: What?  
**Héctor**: If I’m being forgotten… It’s because you never told anyone that I wrote them.  
**Miguel**: That’s crazy. De la Cruz wrote all his own songs.  
**Héctor**: You wanna tell him? Or should I?  
**Ernesto**: Héctor, I never meant to take credit. We made a great team, but… you died, and… I-I only sang your songs because I wanted to keep a part of you alive.  
**Héctor**: Oh, how generous!  
**Miguel**: You really did play together.  
**Héctor**: Look, I don’t want to fight about it. I just want you to make it right. Miguel can put my photo up.  
**Ernesto**: Héctor.  
**Héctor**: And I can cross over the bridge. I could see my girl. Ernesto. Remember the night I left?  
**Ernesto**: That was a long time ago.  
**Héctor**: We drank together. And you told me you would move heaven and earth for your amigo. Well, I’m asking you to now.  
**Miguel**: Heaven and earth? Like in the movie?  
**Héctor**: What?  
**Miguel**: That’s Don Hidalgo’s toast. In the de la Cruz movie, "El Camino a Casa."  
**Héctor**: I’m talking about my real life, Miguel.  
**Miguel**: No, it’s in there. Look!  
**Movie**: This calls for a toast. To our friendship! Haha! I would move heaven and earth for you, mi amigo.  
**Miguel**: But in the movie, Don Hidalgo poisons the drink.  
**Movie**: Salud. Poison!  
**Héctor**: That night, Ernesto. The night I left.

**Exercise A.**

1. Who is Del la Cruz?

2. Who can put Hetor’s photo up?

3. Why Hector would like to cross over the bridge?

4. What did Ernesto say to Hector on the night he left?

5. Who did poison the drink?

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**Exercise B.**

**1. Why Héctor is being forgotten?**

**2. Why Miguel is so surprised when Héctor mentioned about Heaven and Earth?**

**Exercise A. (Answer sheet)**

1. Who is Del la Cruz? **(Ernesto)**

2. Who can put Hetor’s photo up? **(Miguel)**

3. Why Hector would like to cross over the bridge? **(To see his girl)**

4. What did Ernesto say to Hector on the night he left? **(I can move heaven and earth for you.)**

5. Who did poison the drink? **(Ernesto)**

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**Exercise B. (Answer sheet)**

1. Why Héctor is being forgotten?

**After** **Héctor died, Ernesto did not tell anybody that Héctor wrote songs. Instead of telling Héctor wrote songs, Ernesto told everyone he wrote all songs by himself. Ernesto took credit for Héctor work because he wanted to become famous. When Héctor said he wants to leave and go back to his family, Ernesto killed** **Héctor to keep the secret Héctor made all songs. Ernesto did not want people know about the truth.That’s why people don’t remember Héctor and it makes him being forgotten.**

2. Why Miguel is so surprised when Héctor mentioned about Heaven and Earth?

**Because Miguel knows it is from Del la Cruz’s movie “El Camino a Casa.” In the movie, Don Hildago poisoned his friend. It means there is a possibility that Ernesto killed his friend,** **Héctor, too just like in the movie. Miguel and Héctor didn’t know that Ernesto killed Héctor, so they came to meet Ernesto to do a favor to make Miguel can put photo up. Since Miguel found out Ernesto killed Héctor, he knows that Ernesto won’t let Miguel put Héctor’s photo up.**

**[Vocab-Toast]**

**사람, 사람들, 테이블, 마시는이(가) 표시된 사진

자동 생성된 설명**