Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| Sunah Lee  TESOL 141 | | 10/26/2016  ROOM 602 | Reading | | | PPP | | The invention of the blue jean | | | 30min | Int. |
| **Class profile**  **Number of students:** 11  **Age**: Adult (+20 yrs)  **Nationality:** Korean  **Motivations**: Social relationship  **Individual or class hobbies and interests:** Discussing daily life and current affairs  **Special consideration:** L1 is Korean | | | | | | | | | | | | |
| **Main aim (skills)**   1. Students practice reading comprehension by using a combination of top-down and bottom-up models   **Subsidiary aims (language focus / skills)**   1. Students practice speaking during the pair discussion 2. Students learn new words through the text | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Reading – Ss read a company founding story * Speaking – pair discussion * Listening – Ss listen to their partner * Writing – Ss write down answers on worksheet | | | | | | | Description of language systems specifically used/practiced:  * Lexis – rivet, patent * Discourse – informal, opinion sharing | | | | | |
| Anticipated difficulties with lesson activities and classroom management:  1. There is a chance that the computer or internet is not working 2. Some students don’t get a chance to share their opinions with the group | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Read out the script to students  1. Put students in groups of two for discussion | | | | | | | | | | | | |
| **Assumptions**:   1. Students might know most of the vocabulary 2. Students might already be very familiar with the “Levi’s” brand | | | | | | | | | | | | |
| **Material(s) needed:** ppp, computer, 11 copies of worksheets and scripts | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or N/A) | | | | | | | | | | | | |
| n/a | model sentences for target language | | | √ | concept questions for target language | | | | √ | analysis sheet for target language | | |
| √ | stages clearly titled and separated | | | √ | purpose of each stage indicated | | | | √ | anticipated timing included | | |
| √ | interaction pattern marked | | | √ | a board plan (if relevant) | | | | √ | examples of all tasks used | | |
| √ | answer sheet to all exercises | | | √ | Tape or text script | | | | √ | all materials labelled and numbered | | |
| **Personal aim:** What I most hope to demonstrate in this lesson is the ability to give clear instructions and increase the students talking time | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to elicit ideas and lexis relating to the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Greeting**  Hello everyone! How are you today?  **Instruction**  1. I’m going to put some pictures up on the board. I’m going to ask you what you can identify in the pictures.  And I want you to guess the topic for today’s lesson from that.  2. I’m going to ask you to speak with your partners about this for 1 minute and after 1 minute we will talk together.  3. You two are partners, you two, and so on.  **ICQ**   1. Are you going to read text or see pictures? (see pictures) 2. What are you going to talk about after seeing the pictures? (guess the topic) 3. For how long are you going to talk to your partners? (1min)   **Pair discussion**  Show the pictures (ppt1)  **Feedback orally**  Ask what they talked about. | T  S-S  T-S | 1 min  1 min  1 min |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to make the reading less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| What we are going to do today is, we are going to read the text about “The invention of blue jean.”  Before reading the text, let’s go through some new words.  **Pre-teach vocabulary**  1. Rivet (a short metal pin or bolt for holding together two plates of metal) – ppt 2  2. Patent (a government authority or license conferring a right or title for a set period) – ppt 3  **CCQ:**  1. Is a rivet used to hold two things together? (Yes)  2. If your invention gets the patent right, can others’ copy your idea? (No)  **Drill:** Pronunciation of pre-teach words  **Instruction**  1.Here are three questions that we want to think about before reading the text.  2.I’m going to ask you to speak with your partners about this for 2 minutes.  **Guiding questions** (Help Ss to predict the content) ppt4  1. Why do think jeans were invented?  2. What are they made of?  3. Why do you think they are so popular today?  No feedback. | T-S  T  S-S | 2min  30sec  2 min |  |

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| **Stage 3: Practice -Skimming and scanning for gist comprehension**  **The purpose of this stage is to allow the students to practice rapid reading skills to identify the main idea and key points of interest. Specific and authentic exercises designed to encourage this skill should be used in a natural way. Students draw on their world-knowledge (top-down) to make an initial impression and general sense of the text and perhaps comparing the accuracy of their guesses to the guiding questions used for the text.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| This is the history about “The invention of the blue jean.” Does everyone know the brand name “LEVI’S” ?  **Instruction**  1.Here are six questions. Don’t read the text in detail but scan the text to answer these questions.  2.After answering the questions, please compare answers with your partners.  3.You have 3 minutes to do it. You may work individually for 2 minutes and talk to your partner for 1 minute.  **ICQ**:  1. Are you going to read every word? (No)  2. Are you working alone or with partners? (first alone then with partners)  3. How much time do you have? (3 minutes)  **Ss work individually**, skimming and scanning the text first.  Announce the time when 1 minute is left.  Then, **Ss pair-check** their answers.    Answers: 1 - 05/201873, 2 – 24, 3 – Jacob Davis, 4 – denim, 5 – 3139,121, 6 – 1960  **Feedback orally**  Nominate each group and ask for the answers from the worksheet.  If there are wrong answers, ask other groups to help. | T  T-S  S  S-S  T-S | 30 sec  30 sec  2 min  1 min  1 min |  |

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| **Stage 4: Practice - Detailed comprehension**  **The purpose of this stage is for students to focus on literal meaning, e.g. of vocabulary, phrases, topic points etc. A variety of exercises may be used and should be constructed to be simple yet somewhat challenging. The information highlighted should, ideally, be of significance to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  1. Read the text individually and write down your answers on the worksheet.  2. In each group, one student answers the questions from one to three and the other student answers questions from four to six.  3. Even though you are answering only half of the questions you should read the entire text so that you can help your partners when he/she can’t find answers to the questions.  4. After finishing answering the questions, share your answers with your partners.  5. You have 4 minutes.  **ICQ:**  1. Do you answer all six questions? ( No)  2. How long do you have? (4 minutes)  **Ss read individually and answer the questions on the worksheet.**  **Ss share their answers to partners.**    **Feedback orally**  Ask each group the answers to the questions. | T  S  S-S  T-S | 1 min  3 min  2 min  1 min |  |

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| **Stage 5: Practice – More detailed comprehension**  **The purpose of this stage is to allow student to read intensively for inference. Discriminating between fact and opinion and understanding the writer’s true thinking are possible considerations during this stage. Contrasting ideas may be highlighted, and use of certain language which affects meaning can be analysed in context.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  1. Individually answer the questions in one or two sentences.  2. Share the answers with your partners.  3. I will give 3 minutes to answer and talk to your partners.  **ICQ:**  1. Do you write a paragraph for answers? (No)  2. Do you talk to your partners after answering the questions? (Yes)  **Ss read individually and answer the questions on the worksheet.** ppt 5  **Ss share their answers to partners.**    **Feedback orally** | T  T-S  S  S-S  T-S | 15 sec  15 sec  2 min  1 min  1 min |  |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is to complete the final step in reading comprehension by getting students to apply to themselves the information from the text and which was focused on during the practice stages. The task should take into account your students’ background information in order to be suitable as an applied task. Speaking or writing skills may be practiced here. This stage is an important part of language acquisition.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  1. Discuss questions with your partners.  2. I will give you 3 minutes to talk to your partners.  **Ss share their answers to partners** ppt 6    **Feedback orally** | T-S  S-S  T-S | 15 sec  3 min  1 min |  |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Feedback**  It’s time to wrap up. Everyone did a very good job today!  How was the reading activity today? Was it interesting?  **Announcement**  There is no homework!  **Class dismissed** | T-S  T | 90 sec  15 sec |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/…………** | |