Background Information Sheet – Complete all sections accurately.

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| **Name & Class** | **Date & Place** | **Lesson Type** | **Plan** | **Topic** | **Length** | **Level** |
| Lisa Tesol 141 | 10/26/2016Room 601 | Reading | PPP | Healing with color | 30min  | intermediate |
| **Class profile****Number of students:**  **11 Age**:Adults  **Nationality:**  Korean+Philipina **Motivations**: Select: 1. Demonstrating knowledge and understanding 2. Building research skills 3. Developing powers of independent reasoning 4. Writing for oneself and others 5. Preparing for professional practice 6. Social relationships 7. External expectations 8. Social welfare 9. Personal advancement 10. Escape/stimulation 11. Cognitive interest 12. Other: **Individual or class hobbies and interests:** **Special considerations:** (Refer to individual Learner Differences List):  |
| **Main aim (Select: language focus / skills)Students will learn about why certain colors have healing powers and other effects.****Subsidiary aims (Select: language focus / skills)** 1.Students practice…reading comprehension skills – identifying the main idea and supporting details, making inferences, and using context to understand vocabulary2.Students will practice summarizing passages. |
| Description of language skills specifically used/practiced:* Reading-read a passage
* Speaking-talk with a partner
* Writing –long answers
 | Description of language systems specifically used/practiced:* Lexis
* Discourse
 |
| Anticipated difficulties with lesson activities and classroom management: If students finish their task earlier than anticipated |
| **How I can deal with these difficulties:** review few more vocabulary  |
| **Assumptions**: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)They are mostly activeSs are able to express their ideas and opinions in English |
| **Material(s) needed:**  |
| Checklist. Mark down those included in this lesson plan ( or N/A) |
| n/a | model sentences for target language | v | concept questions for target language | n/a | analysis sheet for target language |
| v | stages clearly titled and separated | v | purpose of each stage indicated  | v | anticipated timing included |
| v | interaction pattern marked | n/a | a board plan (if relevant) | v | examples of all tasks used |
| v | answer sheet to all exercises | n/a | Tape or text script | v | all materials labelled and numbered |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to control nerves and don’t echo student’s words. Increase STT. |

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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** |
| **Procedure: (Separated into titled stages with inclusion of target language, instructions, concept questions, answers to tasks etc., where appropriate)****Hello, everyone. I’m your teacher ,Lisa****How are you today? Did you have a nice weekend?****<Instruction>-Show PPT 1.** **Look at this picture. What can you see? (umbrella) How many colors are there ? (Many. More than 7. )****There are thousands of colors in the world.****What color makes you happy? And why? I think yellow would make me glad, so I wear yellow clothes when I feel gloomy.****Talk with your partner. I will give you 1 minute.****Nominate students and listen their answers.****Shine, What color makes you happy? And why?** | T-SS-ST-S | 1min1min1min |  |

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| **Stage 2: Presentation****The purpose of this stage is to make the listening 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** |
| <instructions> Before we read the passage, Let’s learn vocabulary.Show ppt 21.Elicit “mentally”Look at the woman’s face. Does she look happy? Or has worries?(worries)Yes, She has a mental problem. It’s a opposite word of physically. <CCQ>If you carry heavy things , is it physically work or mentally work?(physically)If you have trouble with your friend, is it a mental problem? (yes)2.Elicit” heal”If you fall down by mistake, what will you have? (wound)Does it last forever?(No) We put the medicine and bandage on the wound. Naturally it heals.<CCQ>Do you rub your skin if you want to heal well? <no>3.Elicit “therapy”What do people do in these pictures? People use music,aroma or art for healing mental problems.Do the doctors do this? (no) It’s not exactly medical service. It’s therapy.<CCQ> If you play the piano alone , is it a therapy? (no)Do we use Lavenda oil for aroma therapy? (yes)Is there any other therapy that you know?(physical. reading. Etc). | T-ST-ST-S | 1min1min1min |  |

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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 gist 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** |
| Have you ever heard color therapy? We will read the passage .Scan the text and try to answer these questions.Instructions 1.Scan the text to check answers individually.(Gesture skimming and scanning)2.You have 1 minute, so work quickly.3.You must stop after 1 minute and compare your answers with your partner.ICQ1.Should you read all the words in the passage? (no)2.Must you quickly check your answers? (yes)3.How much time do you have? (1 minute)SS work individually.Announce stop and pair-check, even if ss have not finished.“Stop, compare your answers with your partner”FeedbackNominate each student for an answer and compare together.Answers 1.d 2.b 3.c 4.b Worksheet #11.What is the main idea of this passage?a.color therapy is very old.b.color can cause bad feelings.c.There are cool colors and warm colors.d.color can be used to help heal our bodies and minds.2.Which colors would help relieve a cold?a. cool colors b. warm colorsc.red and green d. black and white3. Since when was color therapy used?a. after the world War I b Since 1950c. since ancient times d.after medieval age4. What colors could help if you need a good night’s sleep?a. yellow b. blue and violetc.red and green d. black and white | TT-SS-ST-S | 30sec1min1min1min |  |

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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, details, ideas etc. A variety of exercises may be used and should be constructed for short responses e.g. objective questions. The information highlighted should, ideally, be of significance to the next stage.**  | **Inter****action** | **Time** | **Instructor’s comments** |
| **Instructions-worksheet #2****1. Individually, read the text again and find the word in the text.** **2. Check with your partner.****3.For example, Warm colors are red,orange, and yellow.****4. You have 2 minutes.**

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|  | Warm colors  | Cool colors  |
| Colors  included  | Red, orange and yellow  | Violet,blue and green  |
| Effects  | \_\_energizing  | \_\_\_\_\_calming\_\_\_\_\_\_\_  |
| examples  | 1)red -helps increase blood flow\_\_ -reduce tiredness -relieve a \_\_\_\_\_cold\_\_\_ 2)yellow -makes you feel \_better-helps you \_\_\_digest\_\_\_\_ food  | 3)blue and violet -relieve \_\_\_\_\_headaches\_ -help heal \_\_\_\_wounds -help you to have a good night’s \_sleep\_\_\_\_\_\_  |

**Students work individually for 2 minutes.****Pair check answer.****Feedback. Nominate students and check answers.** | TSS-ST-S | 2min2min1min2min |  |

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| **Stage 5: Practice – more detailed comprehension****The purpose of this stage is to allow student to listen 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** |
| **<instructions>worksheet #3****1.Write your answers briefly to these questions by referring to the text.****2.Talk with your partner after you have finished.****ICQ** **1.Are you writing your answers first? (yes)****2.When you have finished writing , do you talk to your partner?(yes)**Write your answer to these questions by referring to the text. Explain your answer to your partner.**1.why can colors affect us mentally and physically?****2. Why do you think people use color therapy?** **Students work individually. Monitor.** **Pair check.****Nominate Ss and listen answers.** | TT-SSS-ST-S | 30sec30sec1min2min1min |  |

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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** |
| **<instructions>****Discuss these questions with your partner****1.What color will you use to help feel better?Why?****2.Which color will you use when you decorate study room and bedroom?** **3..What do you think of color therapy? Do you believe it or not?****Students discuss in pairs.****Monitor for students****Nominate Ss and listen answers.** | TS-S | -6min |  |

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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** |
| What did we learn today? What vocabulary have we learned?You did very good job today.There are various kinds of therapies. Choose one therapy among them and find the information of it.For example, I will find the article of music therapy. You can search what you want.See you tomorrow. | T-ST | 1min1min |  |

**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: …………/……………/…………**  |

**Healing with Color**

**All About Color Therapy**

Nowadays, natural healing methods are becoming more popular. Color therapy is one of the oldest natural therapies. It has been used since ancient times. According to color therapists, colors can affect us both mentally and physically. That’s because color is light of a certain wavelength and energy, so each color has unique healing powers.

Warm colors, such as red, orange, and yellow, are thought to have energizing effects. Color therapists believe red can help increase blood flow, reduce tiredness, and relieve colds. They think yellow helps you feel better when you feel down. They also think it helps when you have trouble digesting food.

On the other hand, cool colors, such as violet, blue, and green, are thought to have calming effects. They are thought to make you relaxed. You can use blue and violet to relieve headaches and heal wounds. They can also help you get a good night’s sleep.

Try color therapy in your daily life. You can decorate your room with a certain color, wear clothes that have your favorite color, or eat some colored food. Or, you can simply imagine that color. But don’t focus on one color all the time. It might have a bad effect on you! Just try different colors to see how you feel about them.

Worksheet #1

1.What is the main idea of this passage?

a.color therapy is very old.

b.color can cause bad feelings.

c.There are cool colors and warm colors.

d.color can be used to help heal our bodies and minds.

2.Which colors would help relieve a cold?

a. cool colors b. warm colors

c.red and green d. black and white

3. Since when was color therapy used?

a. after the world War I b Since 1950

c. since ancient times d.after medieval age

4. What colors could help if you need a good night’s sleep?

a. yellow b. blue and violet

c.red and green d. black and white

4.4.sd;l

Worksheet #2

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|  | Warm colors | Cool colors |
| Colors included | Red, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Violet,blue and green |
| Effects | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ |
| examples | 1)red-helps increase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-reduce tiredness-relieve a \_\_\_\_\_\_\_\_2)yellow-makes you feel \_\_\_\_\_\_\_-helps you \_\_\_\_\_\_\_\_\_\_ food | 3)blue and violet-relieve \_\_\_\_\_\_\_\_\_\_\_\_-help heal \_\_\_\_\_\_\_\_\_\_\_-help you to have a good night’s \_\_\_\_\_\_\_ |

Write your answer to these questions by referring to the text. Explain your answer to your partner.

1. **why can colors affect us mentally and physically?**

**2. Why do you think people use color therapy?**

**1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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