**Background Information Sheet**

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| **Name & Class** | | **Date & Place** | **Lesson Type** | | | **Plan** | | **Topic** | | | **Length** | **Level** |
| **Timo/Anna [146WD]** | | **27 January, 2017**  **Kangnam Times TESOL** | **Reading** | | | **PPP** | | **Ancient Egyptian Mathematics** | | | 40min | U.I. |
| **Class profile**  **Number of students:**  **6~7 Age: Adults Nationality:**  **Korean**  **Motivations**:  **Individual or class hobbies and interests: Learning and Teaching English**  **Special considerations:** | | | | | | | | | | | | |
| **Main aim**   1. Ss will be familiar with key vocabulary through Elicits and C.C.Q.; ancient, construction, mathematics 2. Ss will be able to get the main idea by skimming the reading text and answering guiding questions. 3. Ss will improve literal comprehension skill by playing o,x game with correction. 4. Ss will improve speaking and listening ability by sharing ideas in a group   **Subsidiary aims**   1. Ss will practice their oral fluency during the productive state. 2. Ss may get some useful information about Ancient Egyptian’s life and mathematics techniques. 3. Ss may learn ancestors’ wisdom and have respectful minds. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Reading : Reading text “Ancient Egyptian Mathematics * Writing : answering true & false questions / taking notes of group discussion * Speaking : sharing ideas in a group * Listening : Listening to Ts presentation, instruction, demonstration / classmates’ ideas and opinions. | | | | | | | Description of language systems specifically used/practiced:  * Lexis : broaden the vocabulary with top down and bottom up activities. * Funtion: by listening to the teacher’s introduction and other’s opinion. * Discourse: exercise inter skimming and scanning by reading the text from the different perspective with various activities. | | | | | |
| Anticipated difficulties with lesson activities and classroom management: student might find difficult to find interpretive comprehension. Time might be short due to the various activities. | | | | | | | | | | | | |
| **How I can deal with these difficulties:**  **Teacher gives some examples of the message he/she has gotten.**  **Teacher can reduce the activity.** | | | | | | | | | | | | |
| **Assumptions:**  • Ss are aware of typical ancient Egyptian constructions.  • Ss know how to skim and scan. | | | | | | | | | | | | |
| **Material(s) needed:**  **10 copies of the text “Ancient Egyptian Mathematics”, task worksheets**  **Pictures - Egyptian Calendar(2 types), pyramids, sphinx, construction, mathematics**  **Cards for O.X games.**  **Whiteboard, markers** | | | | | | | | | | | | |
| Checklist. Mark down those included in this lesson plan ( or 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     * **Develop how to lead into the main text smoothly and naturally through interesting topic which related to the main text.** * **Develop how to present key words using elicit, CCQ, drills and boarding.** | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is relax the students and the teacher. It should focus their attention on the lesson by talking about something interesting. It should lead in to the topic in some way.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Greeting** :  T) Hello everyone. How was your new year holiday? We hope all of you had great time with your family. It’s good to have second chance to start a new year. Let’s greet each other with a big smile ‘Happy new year!!’  **Teacher show pictures of ancient Egyptian calendar to Ss**.    What does it look like? (expected answers : Measuring tool, painting, mural,  (correct answer : calendar)  (If Ss answer correctly – say ‘Great!!’  (If Ss don’t know it, give them hint ; It’s used to calculate day, month and year.  Do you know who created it? (expected answers : Egyptian people, famers, merchant)  (Teacher gives clues: they are from Africa, Northern part, one of most powerful country in ancient time… Egypt)    Are they modern Egyptian? (Expected answers : No. they are not).  How can we call the people from a very long time ago? (hint ; what is opposite of modern people?)  (answer : Ancient Egyptian) That’s great !! | T-Ss  Whole  class | 1 min  3mins. |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to help the students with their reading comprehension. To do this, you can pre-teach a few keywords. Guiding questions may also be used.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| T explains that learners need to know some words before they read the text.  T pre-teach new key words with eliciting: Pyramid, Construction, Mathematics   1. **Pyramids**   - Elicit : It was built in ancient time in Egypt. It’s considered as one of the largest structures on earth.  (show a picture) What are these ?  - CCQ : Are these circle(cylinder) form? (No, it’s pyramid form).  Are these the king’s palace? (No, it’s tombs of kings).  - Drill : T say ‘Pyramid’ Then a sentence ‘The ancient Egyptians built pyramids.’  T say first, then ask Ss to repeat after him. (repeat 2 times).  After that point some Ss to repeat the sentence individually.  - Boarding : Write the spelling on board. Ask Ss how many syllables in the word and where is accent.  (3 syllables, **pyr**-a-mid) (stress on 1st syllable)     1. **Construction**   - Elicit : (show pictures) What’s going on there? What do the people there?  (hints) It the work of building, making something especially building, bridges etc.  The word starts with ‘c- ‘ (type of word in noun)  - CCQ : Are these activities happens only in modern time? (No. it’s not).  Did the ancient people know how to do this (construction)?  (Yes, they knew how to construct things)  - Drill : T say ‘Construction’ Then a sentence ‘Pyramids are one of great constructions of Egypt’  T say first, then ask Ss to repeat after him. (repeat 2 times).  After that point some Ss to repeat the sentence individually.  - Boarding : Write the spelling on board. Ask Ss how many syllables in the word and where is accent.  (3 syllables, con-**struc**-tion) (stress on 2nd syllable)   1. **Mathematics**   - Elicit : (show pictures) Which subject of study is related with those pictures?  (hints) the study of numbers, shapes, and space using reason and usually a special system of symbols and rules for organizing them.  - CCQ : Is it related with literature? (No. It’s isn’t). Is it related with our lives? (Yes. It is).  Did the ancient people know how to use it (mathematics)? (Yes, they knew how to use it)  - Drill : T say ‘Mathematics’ Then a sentence ‘Mathematics is so helpful for constructions’  T say first, then ask Ss to repeat after him. (repeat 2 times).  After that point some Ss to repeat the sentence individually.  - Boarding : Write the spelling on board. Ask Ss how many syllables in the word and where is accent.  (4 syllables, math-e-**mat**-ics) (stress on 3rd syllable) | T-Ss  T-Ss  T-Ss | 2mins  2mins  2mins | Pre-teaching of vocabulary  Elicit  CCQ  Drill  Boarding  Elicit  CCQ  Drill  Boarding  Elicit  CCQ  Drill  Boarding |
| **Stage 3: Practice - Skimming and scanning for gist comprehension**  **The purpose of this stage is for students to practice their fast reading skills to identify the main idea of the text. Using visual aids such as pictures, diagrams, graphs or tables as well as headlines, subheadings and captions are useful sources of information in many authentic texts.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Materials : board, markers, 10 copies worksheet(no.1) of the text “Ancient Egyptian Mathematics”,**  **10copies worksheet for Q1(for skimming), Q2 (for scanning),**  Procedure :   1. **Guiding questions**   (Write the question on the board)  **Q1 : “What are the famous constructions in ancient Egypt?”**  **Q2 : “How did the ancient Egyptians use mathematics?”**  **Instruction**  What did I write? Let’s read the questions together. (Q1, and Q2)  Think about the answers personally as you read this article.  You have 2 mins to read and answer.  **I.C.Q.**  Do you work in pair? (No, we work individually)  How much time do you have? (2 mins)  (pass out the transcript to Ss and run the task)  **Feedback**  Do you need more time to read?  (If yes-give 30 seconds extra reading time,  If no – have Ss share their ideas with groups(make 2 groups)  What do you think about these questions? (Have all groups answer)  Q1 : Pyramids, Sphinx   1. **Task**   **Instruction**  You will have a worksheet. Look at it. There are cross match questions. Match the answers as you read.  It’s individual work. You have 2 mins to read and answer.    **I.C.Q.**  Do you work individually? (Yes)  How much time do you have? (2 mins)  (Ss run the task)  **Feedback**  Do you need more time to finish?  (If yes-give 30 seconds extra reading time,  If no – have Ss share their ideas with groups(make 2 groups)  Check the answers with Ss. starting from paragraph 1.  After finding the correct answer, make full sentence. Then speak to your partner. | T-Ss  Whole class  T-Ss  T-Ss  Ss  T-Ss  S-S  Ss  T  S-S | 1mins  1mins  2mins  2mins  1mins  2mins |  |

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| **Stage 4: Practice – Detailed/Literal comprehension**  **The purpose of this stage is for students to locate specific information in the text quickly.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instructions**:  We will play O,X game after reading the article, so read the context carefully.  Students read the transcript carefully.   * + 1. Now we will play O,X game. Teacher draws a line on a board, and writes O by the right side and X by the left.     2. Show demonstration; we have o,x cards with text behind. T will give each flash card to one of you.     3. The person who gets the flash card reads the text loud.     4. If you think it’s true move to O, if not move to X. The T will tell you the answer.   If your answer is wrong you will be out.   * + 1. We will spend 5 min. The last people stay to the end will be the winners.   **ICQ**:  Who will read the text? (T will appoint S)  If you get the answer wrong what do you do? Go out of the game.  How many minutes do you have? 5 min.  Play the game; teacher check the Students literal comprehension.  Teacher gives feedback correcting the false text; let the students contribute. | T  T-Ss | 2min  5min | Check literal comprehension skill  Teacher need to make enough questions to play o,x game. |

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| **Stage 5: Practice - More detailed/Interpretive comprehension**  **The purpose of this stage is for students to deeply understand the meaning of what is written, often by reading between the lines.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Let’s allocate into two groups and discuss about the message the writer would like to share from the main text.**  Each group share their interpretive comprehension :   * Ancient people’s wisdom to apply their mathematical knowledge into practical life and created historical inventions and constructions. * Used math to solve problems; prevented flooding, overcame human limit to build huge size of construction. * In the time of peace and prosperity, the ancient Egyptians developed science, math and writing systems and created mysterious heritage for us.   Each group summarise and share what can be inferred from the passage.  Teacher takes note on the board with feedback with summary. | Ss  T | 6min  1min |  |

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| **Stage 6:\_Production - Applied Comprehension**  **The purpose of this stage is for students to practice their speaking fluency by doing some sort of communicative task.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  These are the guiding questions. Let’s read together.  **Q1. What kind of ancient heritage Korea has?**  **Q2. How can we solve our problems with mathematics?**  **Q3. How can we create great heritage for next generation to come?**  Each student chooses the question they like to answer.  You have 2 min to write the answer.  Then find the students who have answered the same question gather and share the answer.  **ICQ.**  Do you work in pair? (Not from the beginning, we work individually first, then later find the students with the same question and discuss)  How many minutes do you have? (2 min)  Read the text answering questions.  After reading the article teacher get the feedback from students and if necessary teacher makes correction. There are three questions written on a board. Choose any question you like to think of and share with your partner.  **Teacher give feed back summarizing their opinions** | T  S  Ss  T | 1min  2min  2min  1min |  |

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| **Stage 7:\_Wrap-up**  **The purpose of this stage is to close the lesson on a positive note so students are encouraged. Reviewing, summarising, giving homework, lesson feedback are all possibilities.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| It’s time to wrap up.  Today We have learnt how the ancient Egyptians used mathematics in their practical lives and created great accomplishments in human history.  Did you enjoy today’s activity?  I am glad you enjoyed today’s activity. Good Job!  No homework for today. See you tomorrow! | T  T-Ss | 1min. |  |

**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: …………/……………/…………** | |
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