**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seul Ki Hailey Park | TESOL | 11/06/2019 | Reading | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Congratulations letter |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| PPT, monitor, worksheets, board, colored markers (black, green, blue, red),  Workbook (Reading Starter 3 New Edition, John Thomas, 2006 Compass Publishing) |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Elementary school (3rd grade) | **Number of Students** | 3 |
| **Detail** | Students are all native Korean. There are 3 girls.  They are mostly outgoing, enjoy learning in their target language at the class. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Technical failure. Prepare a backup printed out files. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to select proper materials and prepare suitable lesson for the level of students. |

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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. | | |
| **Materials:** PPT, monitor | | |
| **Timings**  **(2 min**  **40 sec)** | **Interactions** | **Procedure** |
| 10 sec  2 min  30 sec | T  S-S  T-S | **Greeting.**  Hello, everyone. How are you today?  (Ss : answer.)  **Instructions.**  Please talk to your classmate about the question.  (Show the PPT.)  Have you ever received a letter from someone? When and why?  You have 2 minutes.  **Pair work.**  Talk to your classmate.  **Feedback if appropriate.**  Okay, time’s up.  Can you share what you talked?  (Nominate 1 student to share their ideas.)  Thank you. |

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| **Stage Name:** Presentation  **Purpose of this stage:** To pre-teach keywords if necessary, and consider guiding questions. These steps provide extra help for students to comprehend the text. | | |
| **Materials:** PPT, monitor, board, colored markers (black, green, blue, red) | | |
| **Timings**  **(5 min)** | **Interactions** | **Procedure** |
| 2 min  5 sec  2 min  55 sec | T-S  T  S-S  T-S | **Pre-teach keywords – congratulations**  **Elicit – elicit/mime**  What would you say if your friend graduated? What do you say in a word? (congratulations)  It’s called ‘congratulations’. (Speak 2 time.)  **CCQ – check students properly understand the meaning**  1. Would I say it if you get an award? (yes)  2. Would I say it if your dog dies? (no)  (Show the PPT.)  3. You can see two situations. Which pictures can you say to them? (left)  **Drill – choral and individual drilling for correct pronunciation**  (Say and gesture.) I’ll say the word. Please listen and repeat. ‘Congratulations.’  Students speak the word chorally and individually.  **Board – highlight special areas of pronunciation**  Board the word ‘congratulations’. (Write with black marker.)  What part of speech is this?  Ss: Plural noun and interjection. (Write with green marker.)  How many syllables are?  Ss: five. (Slash with blue marker. con/grat/u/la/tions)  Where is the first stress?  Ss: la. (Draw a dot above la with red marker.)  Where is the second stress?  Ss: grat. (Draw the small dot above grat with red marker.)  **Guiding Question**  (Show the PPT.)  Look at this picture. Discuss the question with your classmate.  1. What are they reading?  2. How do they feel?  3. Why do you think they feel this way?  Talk to your classmate. You have 2 minutes.  **Pair talk.**  Students discuss the question with the classmate.  **Feedback.**  Ask each question to students to share their ideas. |

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| **Stage Name:** Practice – Literal Comprehension  **Purpose of this stage:** is to get students to practice reading for literal detail. | | |
| **Materials:** PPT, monitor, reading materials, worksheets | | |
| **Timings**  **(6 min**  **30 sec)** | **Interactions** | **Procedure** |
| 30 sec  4 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading.**  Now, you’ll have a reading exercise about congratulations letter.  (Hold the reading material and worksheet.)  On the worksheet, there are 5 questions. Read the letter first.  Answer the questions and write down them on your worksheet.  This is an individual work. I’ll give you 4 minutes.  **I.C.Q**  1. Is it a pair work? (Ss: no.)  2. What do you need to do after finding the answer? (Ss: write answers on the worksheet.)  3. How many minutes do you have? (Ss: 4 min.)  Okay, Let’s start.  **Hand out reading materials and worksheets.**  **Literal question**  1. What is Ken Jones’ address?  (Sunnyville ART #12 760 W 25th street New Town, CA 33457)  2. What time does first team practice begin?  (4:00 p.m.)  3. When is the first basketball game?  (Nov. 21st)  4. Where should Ken go if he has any questions?  (Coach Park’s office)  5. Who is the letter from?  (Coach Park)  **Students read the whole text for the 1st time.**  **Write answers individually on the worksheet. Monitor.**  Notice students when 1 minute is left.  **Pair check. Monitor.**  Time’s up. Now check your answers with your classmate.  **Feedback to check accuracy.**  Alright, class. Let’s check the answer together.  (Show the PPT, and check the answers.) |

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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. | | |
| **Materials:** worksheets | | |
| **Timings**  **(7 min**  **30 sec)** | **Interactions** | **Procedure** |
| 30 sec  4 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading.**  Now, I have worksheet B.  (Hold the worksheet.)  This time, I want you to think more with it.  Please read again and answer the 3 questions.  It is also an individual work. You have 4 minutes.  **I.C.Q**  1. How long do you have? (4 min.)  2. Can you do it with your classmate? (no.)  **Hand out worksheets.**  **Interpretive Questions**  1. What does “we” mean in the reading? C  a. Ken’s family and the coach  b. Coach Park and Ken  c. The team  d. Coach Park and the other coaches  2. What depends on the gym schedule? A  a. How long the team will practice  b. How hard the team will practice  c. When the first game will be  d. Who will be on the team  3. According to the reading, which is true? B  a. Ken shoots a basketball well.  b. Ken runs quickly.  c. Ken is an old player.  d. Ken has questions.  **Students read for the 2nd time.**  **Students check their answers on the worksheets. Monitor.**  Notice students when 1 minute is left.  **Pair check. Monitor.**  Time’s up. Share your answers in your classmate with 1 minute.  **Feedback to check accuracy.**  Alright, class. Let’s check the answer together.  Can you read question #1, 000? Answer is? (Check each question.) |

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| **Stage Name:** Production - Applied Comprehension  **Purpose of this stage:** is for students to practice their speaking fluency on a topic related to the lesson. | | |
| **Materials:** worksheets. | | |
| **Timings**  **(7 min**  **30 sec)** | **Interactions** | **Procedure** |
| 30 sec  6 min  1 min | T  S-S  T-S | **Instructions. Give students two questions to discuss in pairs or groups.**  (Show the PPT.)  Now, look at the dialog. Can you read A, 000. Can you read B, 000. Please.  A: Congratulations on making the basketball team!  B: Thank you. I will play on the senior team this year.  A: You must be very good. Will you practice a lot?  B: Yes, we will practice every day.  A: When do you play?  B: We play teams from other schools every Friday.  (Hold the worksheet.) Practice with your partners. Share your experience.  You have 6 min.  **Students discuss.**  **Feedback. Students share their ideas with the class.**  Time’s up. Can you share what you talked?  (Nominate 1 student to share their ideas.)  Thank you. |

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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. | | |
| **Materials:** Homework worksheets | | |
| **Timings**  **(1 min**  **30 sec)** | **Interactions** | **Procedure** |
| 1 min  30 sec | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  Class, how was your class today? Was it fun?  **Set homework.**  This is your homework. (Show the worksheet.) This is due tomorrow.  **Inform students about the topic for the next lesson.**  Next class, you’ll have a time to talk about reading article.  See you next time. Thank you. |

**Instructor’s Comments and Assessment**

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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** |  |  |