

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Julie	TESOL	8/17	Reading	PPP	35 min

Lesson	
Topic	History of the Statue of Liberty.
Main Aim	Students practice their reading comprehension.
Secondary Aim	Students practice their speaking fluency.

Materials and References
Board, ppt, reading material (reading trophy level3), worksheet, monitor, computer

Student Profile			
Level	Low intermediate		
Age	Teenage	Number of Students	3
Detail	Students have few knowledge of America's history. Mixed level.		

Anticipated Difficulties and their Solutions:
Technology failure - prepare ppt on iPad, printed out Mixed level - give clear instructions and demonstrate if need it

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to time management.

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, computer, monitor		
Timings	Interactions	Procedure
40 sec	T	Greetings, Brainstorming Hi. (Turn ppt#2) Do you know what this it? (Students answer) (Turn ppt#3) what about this one? (Students answer) (Turn ppt#4) the last one? (Students answer) Good. Do you know how we called these things? (Students answer 'landmark') Right. (turn ppt#5) We called these things, a landmark. Then, (turn ppt#6) what kind of landmarks are in New York? Talk your idea with your group.
1 min	S-S	Students talk
20 sec	T-S	Feedback Okay, what do you think? What kind of landmark does New York have? (Students answer) (When students say 'statue of liberty' turn ppt#7) ta-da

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, computer		
Timings	Interactions	Procedure
3 min	T-S	<p>Pre-teach keyword [statue] - Elicit What is it? (Students answer is 'statue of liberty') right this is a statue. - C.C.Q Is the statue alive? (Students answer 'no') Is the statue usually smaller than the real size? (Students answer 'no') Is the statue made of solid material such as stone or metal? (Students answer 'yes') - Drill (Write /'stætʃ.u:/ on board and drill chorally and individually)</p> <p>[liberty] - C.C.Q When you have liberty, you need to ask for permission? (Students answer 'no') If I were in prison, do I have liberty? (Students answer 'no') Does liberty have the same meaning as freedom? (Students answer 'yes') - Drill (Write /'lɪb.ə.ti/ on board and drill chorally and individually)</p>
30 sec	T	<p>Guiding Question What do you know about this Statue of Liberty? Talk with your group as much as you can about it.</p>
1 min 30 sec	S-S	<p>Students talk</p>

Stage Name: Practice – Literal Comprehension

Purpose of this stage: is to get students to practice reading for literal detail.

Materials: reading material, worksheet#1

Timings	Interactions	Procedure
1 min	T	Instructions Now, we are going to read a story about the Statue of Liberty. After you read this story, find the answers. -I.C.Q Should we watch here(point the monitor) now? (Students answer 'no') Are we going to just read this one? (Students answer 'no') yes, we should find the answers too. Are we going to do it together? (Students answer 'no') yes, individually. (Hand out worksheet#1) Let's start.
3 min	S	Students read the whole text for the 1st time, and write answers on the worksheet#1
1 min	S-S	Pair check Okay, check your answers with your group.
2 min	T-S	Feedback Do you have the same answers with your group? Let's check it together. (Check accuracy)

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: reading material, worksheet#2

Timings	Interactions	Procedure
1 min	T	Instructions This time, we are going to think a little more deeply. There are only 3 questions in this worksheet, but these are little tricky. The answers might not be written in the reading material. So you need to think a little longer and use your knowledge as well. -I.C.Q Are the exact answers found in the reading section? (Students answer 'no') maybe maybe not. You need to read the text carefully to figure it out. Are we going to do it together? (Students answer 'no') yes, individually. (Hand out worksheet#2) Let's start.
3 min	S	Students read for the 2nd time. Students write their answers on the worksheet#2
2 min	S-S	Pair check Okay, check your answers with your group.
3 min	T-S	Feedback These are little tough, right? Okay, let's think together. (Check accuracy) (Ask students for the answers why they think in that way. Ask reasons)

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: ppt, monitor, computer		
Timings	Interactions	Procedure
1 min	T	Instructions So (turn ppt#8) the Statue of Liberty was a birthday present from French to America. 1) What's the most memorable present you've ever received? 2) And then, today early in the lesson we learned about 'landmark.' (Turn ppt#9) and that they are spread all around the world. What kind of landmark you want to see up close? 3) And what interesting facts do you know about it? Talk with your group. (Turn ppt#10)
8 min	S-S	Students discuss (For the delayed correction, monitor students but not disturb their talking) - memo here if errors found
1 min	T-S	Feedback

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:		
Timings	Interactions	Procedure
2 min	T	Lesson feedback You did a really good job today. I'm really surprised what you did. (Mention little details of students completion) Also, like we did today, you should have some background knowledge when you read. It helps you understand much better and faster. Offer delayed corrections to the previous stage (If necessary, write on the board) Inform students about the topic for the next lesson & Set homework (Write on board 'research 1 landmark') Tomorrow, we're going to keep studying about landmarks. So your homework is to choose one landmark, anything you want, and do some research about it. Such as where it was built, what was the purpose of it or something like that.

Instructor's Comments and Assessment

Pros		
Cons		
Change		
Overall Comments		
Grade		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
Instructor	Student Signature	Date
Taute, David		