

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
YS (Young Sahn) Kim	198thWD	Oct 23, 2019	Reading	PPP	30 min

Lesson	
Topic	The Little Prince
Main Aim	Ss practice their reading comprehension.
Secondary Aim	Ss practice their speaking fluency.


Materials and References
PPT file, screen, computer, board, colored markers, worksheets, eraser
Reading material (first 2 pages of <i>The Little Prince</i> written by Antoine De Saint-Exupery)

Student Profile			
Level	Upper Intermediate		
Age	Adults	Number of Students	11
Detail	All students are native Korean and have experiences of working, studying and travelling overseas. There are strong student-student classroom interactions.		

Anticipated Difficulties and their Solutions:
Most of students might have read <i>The Little Prince</i> that they would take this lesson somewhat easy and boring. While lead-in and presentation stages, try to draw out their interests to see their own life at the different angle and elicit the words they already know in an intriguing manner. Also deliver good interpretative and applied questions that they may want to apply those questions subjectively and think about it deeply: They eventually want to read the whole book again.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability <ul style="list-style-type: none"> to write out a complete & detailed reading microteaching plan and present it as planned. to be an involver type of teacher

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: No		
Timings	Interactions	Procedure
30 sec	T	Are you good at drawing? Do you remember your drawing when you were a child? What was it about? What was it like? Talk to your partner.
1 min	S - S	Students talk about their drawing experience when they were children.

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 file, screen, computer, board, colored markers, eraser.		
Timings	Interactions	Procedure
4.5 min	T-S	<p>Pre-teach keywords (Boa constrictor, manage)</p> <p>Boa Constrictor</p> <p>Show ppt file.</p>  <p>Look at the screen. Who are they? (wild animals). Can you raise them at home? (No) Where are they? (in the jungle). Do they look safe or dangerous? (dangerous) Why? (because they are wild animals) Yes, we call them wild animals, wild beasts. What is it? (snake). It squeezes to kill its prey or swallows the prey even without chewing. Do you know the name of this snake? (big snake, anaconda) We call it Boa Constrictor. Combination of 2 words. Very big snake. <i>(Due to the time limit, can skip CCQ, Drill and Board).</i></p> <p>CCQ</p> <p>Is it a snake? (Yes). Big or small? (big) Can it swallow a big animal? (Sometimes) Do they chew after they swallow their prey? (No, they just swallow)</p> <p>Drill</p> <p>Listen and repeat 3 times. Boa constrictor. Conduct the drill chorally 3 times with gestures.</p> <p>Board</p> <p>How many syllables? (Boa (1), constrictor (3)) . Add "/" in green (Boa Const/ric/tor) Where is the stress? (2nd for constrictor) Mark a dot on the 2nd syllable in red. When these 2 words are combined, which word is stressed? (1st)</p>
1 min		<p><u>manage</u></p> <p>Show the ppt file. Did you do your homework? Was it easy or difficult? I was really busy doing homework and doing my job together. Anyway, I did my homework. You must be very busy too. When you try to do something very hard and eventually made it successful, what do you call the action? (try, manage) We call it to manage.</p> <p>CCQ</p> <p>Did you try? (Yes) Was it easy? (No) Did you succeed? (Yes)</p>

10 sec	T	Drill Listen and repeat 3 times. Manage. Conduct the drill chorally 3 times with gestures. Nominate for individual drilling. Board How many syllables? (3) . Add "/" in green (ma/na/ge) Where is the stress? (1st) Mark a dot on the 1st syllable in red. Guiding Question When do you feel you are not a child anymore? Talk to your partner.
1 min	S-S	Students share their thoughts.
50 sec	T-S	Nominate 2 students to share their discussion.

Stage Name: Practice – Literal Comprehension		
Purpose of this stage: is to get students to practice reading for literal detail.		
Materials: reading material, worksheet A		
Timings	Interactions	Procedure
5 min		Instructions. Set the purpose for reading. Hand out worksheets.
1 min	T-S	Show the book, The Little Prince Have you ever read this book <i>The Little Prince</i> ? Who wrote this book? (Saint-Exupery) Today we will read the very 1 st part of the book again. Now I am going to give you the reading material and a worksheet. Take a look at the reading – skim it and highlight the answers to the questions of the worksheet A as quickly as possible.
	T-S	ICQ Are you reading it slowly or quickly? (Quickly). Will you answer worksheet A or B? (A) Will you write down or just highlight the answers? (highlight) Will you look at worksheet B? (no)
		Hand out the reading and worksheet.
2 min	S	Students read the whole text for the 1st time, and highlight answers to the questions of the worksheet A.
1 min	T S-S	Times up. Check your answers with your partner. Pair check.
1 min	T-S	Let's check the answer together. Nominate each team to answer the questions.

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: Worksheet B.		
Timings	Interactions	Procedure
5 min		Instructions. Set the purpose for reading. Hand out worksheets.
30 sec	T	Now you read the material one more time. This time more carefully. You will look at the worksheet B now. Write down your answers to the questions on the worksheet.
	T-S	ICQ Will you read it more slowly this time? (Yes) Will you answer worksheet A or worksheet B? (B) This time will you write the answers down? (Yes) Turn over the worksheet.
2 min	S	Students read for the 2nd time. Students write their answers down.
1 min	S-S	Pair check. Monitor. Check your answer with your partner.
1.5 min	T-S	Nominate 2 students to share their discussion

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 file, screen, computer.		
Timings	Interactions	Procedure
7 min		
1 min	T	Show the ppt file on the screen with the question below. Nominate a student to read the question. 1. What does it mean to be a grown up to you? (Is it about numbers like age, height?) 2. Do you sometimes feel like going back to your childhood days? When? Why? These could be big questions. You can answer both questions or just pick up one of them and talk about it with your partner. Talk to your partner. I will give you 4 minutes. ICQ Will you answer both questions? Or can you answer one of them?
4 min	S-S	Students discuss.
2 min	T-S	Feedback. Students share their ideas with the class. Any volunteer to share your answer?

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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1.5 min	T - S	<p>Lesson feedback. Tell the class what they did well, and what needs to improve.</p> <p>Offer delayed corrections to the previous stage.</p> <p>Set homework</p> <p>I am glad you guys are all joining the discussion sincerely.</p> <p>Did you like the questions? Was is difficult to answer? Was it interesting? Was it funny? (Students reply)</p> <p>Questions looked simple, but at the same time, they made us think a lot. Are we grown-ups? We are grown-up both physically and mentally? I hope you think about it and have a chance to read this book again. You can find the book at the library. Even though you read it before you will find totally new stories now, which is good about this book.</p> <p>Next class, anyone who finish the book will bring the best part of the book and share it with the class.</p> <p>I am going to give you some wonderful quotes from the book. You can take a look at it and mark your favorite quote and tell the class why you choose it.</p>

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		

Worksheet A

Task 1: Read the questions below and highlight the answers on the reading material.

- 1. What did I see in the book called True Stories?**
- 2. What did I draw after seeing the pictures in True Stories?**
- 3. Did my drawing scare grown-ups? Why?**
- 4. Then what did I draw next? Why?**
- 5. What did the grown-ups advise me to do?**
- 6. What did I choose for another career rather than an artist?**
- 7. While flying an airplane, what was a big help to me when I got lost?**

Worksheet B

Task 2: Read the material again and write down the answer on the worksheet.

- 1. Why did I abandon the career as an artist?**

Worksheet A (for teacher)

Task 1: Read the questions below and highlight the answers on the reading material.

- 1. What did I see in the book called True Stories?**
- 2. What did I draw after seeing the pictures in True Stories?**
- 3. Did my drawing scare grown-ups? Why?**
- 4. Then what did I draw next? Why?**
- 5. What did the grown-ups advise me to do?**
- 6. What did I choose for another career rather than an artist?**
- 7. While flying an airplane, what was a big help to me when I got lost?**

(answer)

- 1) A boa constrictor swallowing a wild beast.
- 2) A picture of a boa constrictor digesting an elephant.
- 3) No, it didn't. Because they thought it was a picture of a hat.
- 4) I drew the inside of the boa constrictor so the grown-ups could understand.
- 5) They advised me to put away my drawings and apply myself to geography, history, arithmetic and grammar.
- 6) A pilot
- 7) Geography.

Worksheet B (for teacher)

Task 2: Read the material again and write down the answers on the worksheet.

- 1. Why did I abandon the career as an artist?**

(answer)

- 1) Because grown-ups never understand my drawings and advised me to put away my drawings.
- 2) I was exhausted to provide explanations to them over and over again. I also had been discouraged by the failure of my drawing number one and number two. No adults could interpret my drawings. The adults discouraged me from drawing and tell me to focus on more important things like school.

Quotes from The Little Prince

1. *And now here is my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye.*
2. *What makes the desert beautiful,' said the little prince, 'is that somewhere it hides a well...*
3. *The most beautiful things in the world cannot be seen or touched, they are felt with the heart.*
4. *All grown-ups were once children... but only few of them remember it.*
5. *You—you alone will have the stars as no one else has them...In one of the stars I shall be living. In one of them I shall be laughing. And so it will be as if all the stars were laughing, when you look at the sky at night...You—only you—will have stars that can laugh.*
6. *It is such a mysterious place, the land of tears.*
7. *Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.*
8. *Well, I must endure the presence of a few caterpillars if I wish to become acquainted with the butterflies.*
9. *It is the time you have wasted for your rose that makes your rose so important.*
10. *"Just that," said the fox. "To me, you are still nothing more than a little boy who is just like a hundred thousand other little boys. And I have no need of you. And you, on your part, have no need of me. To you I am nothing more than a fox like a hundred thousand other foxes. But if you tame me, then we shall need each other. To me, you will be unique in all the world. To you, I shall be unique in all the world...."*
11. *You become responsible, forever, for what you have tamed.*
12. *A rock pile ceases to be a rock pile the moment a single man contemplates it, bearing within him the image of a cathedral.*
13. *You're beautiful, but you're empty. No one could die for you.*