**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hanhoon Lee(Hoon) | TESOL | Oct.23,2019 | Reading | PPP | 25 min |

|  |
| --- |
| **Lesson** |
| **Topic** | The Ugly Duckling: Physical appearance |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

|  |
| --- |
|  **Materials and References**  |
| [**https://www.youtube.com/watch?v=lb1LBVq5emU**](https://www.youtube.com/watch?v=lb1LBVq5emU)**,** reading text, worksheets, board, markers. |

|  |
| --- |
| **Student Profile** |
| **Level** | Intermediate |
| **Age** | 20 yrs | **Number of Students** | 11 |
| **Detail** | The students are all Korean. |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Computer might not work. -> Downloading a video clip. |

|  |
| --- |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to improve teaching skill on reading lesson of English. |

|  |
| --- |
| **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:** Board, Marker and Eraser, Video clip |
| **Timings** | **Interactions** | **Procedure** |
| 1-2 min | TT-S/S-ST-S | Hello, everyone.Today’s reading lesson topic is ‘The Ugly Duckling’ which is a fairy tale written by Danish author Hans Andersen. The story is about how an ugly duckling is abused by others but later becomes a beautiful swan. Talk to your partner about a person who feels inferior, excluded or isolated.  |

|  |
| --- |
| **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**: Board, Marker and Eraser |
| **Timings** | **Interactions** | **Procedure** |
| 3-4 min | T-S S-ST-S | **Pre-teach keywords**Elicit – elicit/mime**CCQ** – check students properly understand the meaning**beat about the bush:**When you are not invited to a party by your friend, do you stand up to him/her directly?Do people usually say directly about a sensitive topic (like physical appearance) ?(no)Do you feel unpleasant other people talk to you directly ?(yes)Drill : ask the class to pronounce the idiom 3 times**hard done by:**If you feel you are treated unfairly, can you stand it ?(probably no)Do people usually say against to any unfair treatment ?(most yes)Drill: : ask the class to pronounce the idiom 3 times**chip on my shoulder:**Do you like your friend even though he or she looks down on you?(no)If people have appearance complex, do they become aggressive ?(yes)Drill: : ask the class to pronounce the idiom 3 times**Guiding Question**What makes a person beautiful? A perfect face? A good body? A healthy attitude to life? A good character? Make a sentence by using those idioms. Talk to your partner.E.g. Don’t beat about(or around) the bush, tell me the truth.Students discuss the question with a partner.**Feedback. Nominate a few students to share their ideas.** |

|  |
| --- |
| **Stage Name**: Practice – Literal Comprehension**Purpose of this stage**: is to get students to practice reading for literal detail. |
| **Materials:** Board, Marker and Eraser, Worksheets |
| **Timings** | **Interactions** | **Procedure** |
| 5 min | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets.**I will hand out worksheets. This part helps you improve reading comprehension by practicing reading for literal detail.Read the whole text individually for the 1st time, and write answers on the worksheets.**Literal questions:** Did Susie feel excluded from her friends?When did Susie become aggressive?How many miracles happened to Susie?What were the three ways in which Susie tried to improve her appearance?**Pair check.**Talk to your partner and check the answers.**Feedback to 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:** Board, Marker and Eraser, Worksheets |
| **Timings** | **Interactions** | **Procedure** |
| 6 min | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets.** This part helps you improve reading comprehension by practicing reading for interpretive detail.Read the whole text individually for the 2nd time, and write answers.**Interpretive questions:**Why wasn’t Susie invited to the party?Why do you think Susie felt unfairly treated when she looked at her brother and twin sisters?How did the other children react when Susie became aggressive?**Pair check. Monitor.**Discuss your partner and share the answers.**Feedback to check accuracy.** |

|  |
| --- |
| **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:** Board, Marker and Eraser, |
| **Timings** | **Interactions** | **Procedure** |
| 8 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**How do you choose your friends? What influences you in your choice? Put these ideas in order of importance**(1 = most important, 9 = least important**) and discuss your decision with partner.**Instances of ideas**: sense of humor, physical appearance, money, taste in music/TV/films, dress sense, interests, personality, intelligence, similar education/family background**Students discuss.**Make three groups, and discuss & share ideas with the class.**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:** none |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage.****Set homework.****Inform students about the topic for the next lesson.** |

**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** |  |  |