**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seongmin Hong | TESOL | 2019/12/11 | Reading | PPP | 30 min |

|  |
| --- |
| **Lesson** |
| **Topic** | The birth order effect |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

|  |
| --- |
|  **Materials and References**  |
| **TV, PC, Powerpoint, Board, Marker****Reading Reference:** Mehmet DURMAZ Middle East Technical University Northern Cyprus Campus |

|  |
| --- |
| **Student Profile** |
| **Level** | Intermediate |
| **Age** | 20s~30s | **Number of Students** | 7 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans and enjoy learning. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode. |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| The visual equipment could fail 🡪 print an A4 size picture of my PPT. Nervousness at the start of the lesson 🡪 check the equipment is working to start the lesson, sit down and follow the planned teacher talk. Students may not be familiar with some vocabularies. I will let students use dictionaries. |

|  |
| --- |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to lead a reading lesson. |

|  |
| --- |
| **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 – this will help to contextualize the text. |
| **Materials:** Power-point slide showing a picture of 4 children. TV. Prepare A4 incase TV or PC fails. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min30 sec | TT-S/S-ST-S | Greet. Instructions.Hello! Today we are going to do a reading lesson. Try to guess what today’s topic will be by looking at the TV screen.* Show a picture of family on the screen and ask students to guess the topic of the reading text.

Can you guess what the topic of the text?Ask students to talk to a partner. Talk to your partner about the picture. You have 1 minute.Students look at the picture and talk about it trying to find out what the text is about.Monitor students talking. Feedback if appropriate.“Can someone share their guesses? If no one can come up with the answer, provide the answer on the boardBoard “The Birth Order effect” |

|  |
| --- |
| **Stage Name:** Presentation**Purpose of this stage:** To pre-teach keywords if necessary, and answer a guiding question (such as a predicting task, or a specific question). These steps provide extra help for students to comprehend the text. |
| **Materials:** Power-point, PC, TV, Board, Marker |
| **Timing** | **Interaction** | **Procedure** |
| 2 min10 sec1 min50 sec | T-ST-SS-ST-S | Before reading the text, we’re going to look at some vocabulary to prepare you for the reading.**Pre-teach keywords: Rebellious, Suitable**Elicit – elicit/mime. **Rebellious:** * Show a picture of power-point slide A
* Ask students: What can you tell about the child? Answer: He is being rebellious.
* Board “Rebellious”

CCQ – check if students properly understand the meaning1. Is the kid listening to his mom? No, he is not listening to his mom.
2. Does he have some other ideas of his own? Yes, he probably has some ideas of his own.
3. Is he easy to control? No, he is not easy to control.

Drill: Choral and individual drilling for correct pronunciationChorally: “Listen and repeat 3 times” “Rebellious, Rebellious, Rebellious”Nominate 3 students.What part of speech is it? AdjectiveShow how many syllables: (3) (Mark with a blue pen)Where is the stress? (Market with a red pen)Re/bell/ious**Suitable:** * Show a picture of power-point slide B
* Ask students: What can you tell about the picture? The person is suitable!
* Board “Suitable”

CCQ: check if students properly understand the meaning1. Is he right for the job? Yes, he is right for the job.
2. If something is suitable, does it mean it’s acceptable for someone or something? Yes
3. Is wearing a swimming suit to a wedding suitable? No, it’s not suitable.

 Drill: Choral and individual drilling for correct pronunciationChorally: “Listen and repeat 3 times” Suitable, Suitable, SuitableWhat part of speech is it? AdjectiveNominate 3 students.Show how many syllables: (3) (Mark with a blue pen)Where is the stress: (Market with a red pen)? Sui/ta/ble**Guiding Question**Ask students this question to students:Let me ask you a question. Do you think a birth order has any effect on child’s personality? Yes or No and Why?Talk with your partner for 1 minute.E.g., Students discuss the question with a partner.Monitor from distance.Feedback. Nominate a few students to share their ideas. Draw out from students’ experiences and thoughts. |

|  |
| --- |
| **Stage Name:** Practice – Literal Comprehension **Purpose of this stage:** is to get students to practice reading for literal detail. They will also practice fast reading (skimming and scanning) |
| **Materials:** Worksheet for Literal Comprehension |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min1 min1 min | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets.**Hold up the text and the worksheet.You guys, see this text? It has the text and a worksheet. As you read, you must individually answer the questions on the worksheet. Do exercise A only.When you catch the answer, write it down below the questionDon’t do the Exercise B or C.ICQ: Do you need to write your answers? Yes Do you work individually? Yes Do we need to read the questions for exercise B and C? No**Students read the whole text for the 1st time, and write answers on the worksheet.****After students finish, ask students to Pair check.**Please share your answers with your partner. You have 1 minute.**Feedback to check accuracy.**1. According to Kevin Leman, why do first born children become perfectionist?

Answer: Parents often try very hard to make sure that everything is perfect for their first-born son or daughter, which leads first born children to be perfectionist.1. Does a last-born child tend to be more creative? And Why?

Answer: Yes, they tend to be more creative as they take fewer responsibilities and have more freedom.1. The order in which we are born affect: Answer A
	1. Both our personality and our relationships
	2. Only our personality
	3. Neither our personality nor our relationship
 |

|  |
| --- |
| **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 for Interpretive Comprehension, Answer sheet |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec3 min1 min2 min | TSS-ST-S | Instructions. Set the purpose for reading. Hand out worksheets.Now we are going to do a worksheet B. These questions may need more thinking so take your time reading and answering these questions. After reading for second time, you may arrive at the answer.**ICQ:** * Do you need to rush to answer the questions? No, we will take our time answering the question.
* Are you doing worksheet A? No, we are doing worksheet B

**Students read for the 2nd time. Students write their answers down.****Pair check. Students talk about their answers. Monitor SS talking.****Feedback to check accuracy.****Can someone share their answer?**1. Can we assume that parents don’t pay as much attention to later born child than their first born? Answer: Yes, we can assume that parents don’t pay as much attention to later born child as they have spent a lot attention trying to be perfect raising their first-born child.
2. Is a child’s personality and his or her relationship with others predetermined as they are born into the world or are, they partly shaped because of the surrounding circumstances?

Answer: Child’s personality and his or her relationship with others is not predetermined but they are partly shaped because of the surrounding circumstances.1. According to text, is a marriage between first born, likely to work out?

Answer: Since, first born are likely to be dominating and assertive, relationship between these two characters are not likely to succeed. |

|  |
| --- |
| **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: Worksheet for applied questions** |
| **Timing** | **Interaction** | **Procedure** |
| 1 min8 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**Now turn over to your worksheet 3.Talk to your partner about the applied questions. You don’t need to write down the answer on the worksheet. You should talk freely with your partner. ICQ: Do you need to write anything? (No)Students discuss. Monitor from a distance.Feedback. Students share their ideas with the class.**Feedback to check the answers:**1. What are the advantages and disadvantages of being “first-middle and last” born child?
2. What is your birth order and do you agree with the writer?
3. What do you think the characteristics would be for the only child?
 |

|  |
| --- |
| **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** |
| **Timing** | **Interaction** | **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. |

**Reading Transcript:**

Mehmet DURMAZ Middle East Technical University Northern Cyprus Campus

First-born, middle or last-born?

“Where do you come in your family?” According to Frank Sulloway, a US sociologist, the order in which we came into this world -first-born, middle or last-born- can not only help shape our personality, it could affect the success of our relationships, too. Sulloway has interviewed more than 6,000 people over the past 26 years in an attempt to prove this theory: “Children compete for a place in the family”, he says, “and if one role has already been taken, later-born children have to choose from what's left”. Because firstborns begin life with exclusive parental attention, they are often more open to accepting their parents' values, while later-born children, forced to compete for a place in the family, may grow into rebellious adults.

So, if birth order has such a significant impact on our behavior, does it affect our interactions with other people? Can we, for example, judge the suitability of our partners by their birth order? Absolutely, says Sulloway, “Birth order is an excellent way of telling whether a relationship will survive. For example, a marriage between a typical first-born husband who's dominating and assertive, and a later-born wife who likes being looked after, is very likely to work out”.

According to Kevin Leman, A psychologist, parents often try very hard to make sure that everything is perfect for their first-born son or daughter, which leads first born children to be perfectionist. He also claims that the middle child will often excel at i.e. be good at something that the first-born child is not as good at. For example, a first born may be very good in school, while the second child is gifted in athletics. Middle children often play the role of peacekeeper in the family, mediating between the older and younger siblings. Unlike first and middle born children, last born children, who are very social and outgoing, take fewer responsibilities and have more freedom, which makes them free-spirited and creative.



Worksheet A (Literal):

1. According to Kevin Leman, why do first born children become perfectionist?
2. Does a last-born child tend to be more creative? And Why?
3. The order in which we are born affect:
	1. Both our personality and our relationships
	2. Only our personality
	3. Neither our personality nor our relationship

Worksheet A answer sheet (Literal):

1. According to Kevin Leman, why do first born children become perfectionist?

Answer: Parents often try very hard to make sure that everything is perfect for their first-born son or daughter, which leads first born children to be perfectionist

1. Does a last-born child tend to be more creative? And Why?

Answer: Yes, they tend to be more creative as they take fewer responsibilities and have more freedom.

1. The order in which we are born affect: Answer: A
	1. Both our personality and our relationships
	2. Only our personality
	3. Neither our personality nor our relationship

Worksheet B (Interpretive):

1. Can we assume that parents don’t pay as much attention to later born child than their first born?
2. Is a child’s personality and his or her relationship with others predetermined as they are born into the world or are they partly shaped because of the surrounding circumstances?
3. According to text, is a marriage between first born, likely to work out?

Worksheet B answer sheet (Interpretive):

1. Can we assume that parents don’t pay as much attention to later born child than their first born?

Answer: Yes, we can assume that parents don’t pay as much attention to later born child as they have spent a lot attention trying to be perfect raising their first-born child.

1. Is a child’s personality and his or her relationship with others predetermined as they are born into the world or are, they shaped because of the surrounding circumstances?

Answer: Child’s personality and his or her relationship with others is not predetermined but they are shaped because of the surrounding circumstances and his or her birth order.

1. According to text, is a marriage between first born, likely to work out?

Answer: Since, first born are likely to be dominating and assertive, relationship between these two characters are not likely to succeed.

Worksheet C (Applied Questions)

1. What are the advantages and disadvantages of being “first-middle and last” born child?
2. What is your birth order and do you agree with the writer?
3. What do you think the characteristics would be for the only child?

**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** |  |  |