**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Shabina | TESOL | 19/02/2020 | Reading | PPP | 25 min |

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| **Lesson** | |
| **Topic** | The Wise Little Boy. |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

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| **Materials and References** |
| Book: Yoon’s Reading Solutions, Short story, board and board markers, work sheet, picture. |

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| **Student Profile** | | | |
| **Level** | Intermediate. | | |
| **Age** | Adult | **Number of Students** | 7 |
| **Detail** | This is a general English class and highly motivated all Koreans.  They have a lot of knowledge about the Korean fairy tales.  They are interested in reading and talking about the topic.  Also, they are accustomed to pair work, but they need some time to feel comfortable and to open up to communicate freely. | | |

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| **Anticipated Difficulties and their Solutions:** |
| **.** Some students may have no the reading comprehension **→** elicit some ideas related to reading.  **.** Some students may be confused some vocabularies **→** give some more examples related to  the vocabularies.  **.** The quantity of the reading to be learned about the topic is too much for students to handle in a short 25minutes lesson  **→** I will manage the quantity of the reading by leading the students to skim and scan. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to make a complete, detailed lesson, give a good instruction as completely as possible. |

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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 – this will help to contextualize the text. | | |
| **Materials:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec    1 min  50 sec | T-S  S-S  T-S | Arrange seating so that students can see each other and talk to each other as a pair.  Hello everyone, today we are going to talk about your favorite Korean fairy tale.  Talk to your partner.  Let’s share your favorite story. Nominate 1-2students.  Ask why it is your favorite story.  Feedback if appropriate. |

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| **Stage Name:** Presentation  **Purpose of this stage:** To pre-teach keywords if necessary, and answer a guiding questions (such as a predicting task, or a specific question). These steps provide extra help for students to comprehend the text. | | |
| **Materials: Picture, White Board, Board Markers(black, red, blue)** | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  1 min  10 sec  2 min  50 sec | T-S  T-S  T  S-S  T-S | **Pre-teach keywords: Mayor/ Resign.**  **1. Mayor**  **Elicit** – show a picture with Won-Soon Park, the Mayor of Seoul.  Do you know Who he is?” (Won-Soon Park, the Mayor of Seoul)  **CCQ** – Is he a leader? (Yes)  Does he work for people in a city? (Yes)  Is he a public officer? (Yes)  **Drill** – Listen and repeat 3 times. choral and individual drilling for correct pronunciation.  **Board** – Write **mayor** on the left of the board.  How many syllables? (2) Mark with blue a pen “mayor”.  Where is the stress? (First) Mark with a red pen.  What type of word is this? (Noun)  **2. Resign**  **Elicit** – You get a scout offer from the company you want to work and you decide to move to that company. what should you do first to your current company?  **CCQ** – Do you decide to quit your present job? (Yes)  Do you want to work for the same company? (No)  Is this an official announcement or a personal announcement?  (an official announcement)  **Drill** – Listen and repeat 3 times. choral and individual drilling for correct pronunciation.  **Board** – Write **resign** on the left of the board.  How many syllables? (2) Mark with a blue pen “resign”.  Where is the stress? (Second) Mark with a red pen.  What type of word is this? (Verb)  **Guiding Question.**  **Have you ever been asked to do something ridiculous by anyone?**  Feel free to talk to your partner about it.  You have 2minutes  Students discuss  Can you share your ideas to the class? Nominate a few 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. They will also practice fast reading (skimming and scanning) | | |
| **Materials: short story, work sheet, pencil, eraser** | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec    2 min  30 sec    1 min | T  S  S-S  T-S | Now it’s time to read one of Korean fairy tales, **“The Wise Little Boy”.**  I want you to read it as quickly as you can.  As you read, you must answer these questions in exercise A only.  Don’t do exercise B, C.  **I.C.Q**  1. Do we need to answer exercise B, C? (No)  2. Is it pair work or individually? (individually)  Hand out the short story and worksheet.  You have 2minutes.  Students read the whole text for the 1st time and write answers on the worksheet.  Compare the answers with your partner.  Let’s check the answers.  Do you have any different opinion?  What makes you think so?  Ask the class if the different opinion is right. And then explain the right answer. |

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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: short story, work sheet, pencil, eraser** | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  3 min  30 sec  1 min | T  S  S-S  T-S | This time, read it again and answer exercise B for interpretive comprehension.  This question is more difficult so you have to answer carefully.  Write your answer next to the question. If you don’t figure out the answer immediately, don’t worry. I’ll give you time to think and write later.  **I.C.Q.**  Is it pair work or individually? (individually)  Is it more difficult? (Yes)  You have 3minutes.  Students read for the 2nd time. Students write their answer down.  Compare the answer with your partner.  Let’s check the answer.  Do you have any different opinion? What makes you think so?  Ask the class if the different opinion is right. And then explain the right answer. |

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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: work sheet**. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  5 min  2 min | T  S-S  T-S | Now this time, answer exercise C for applied question.  Feel free to Talk to your partner about any of these questions.  No writing.  **I.C.Q**  1.Do you need to write anything? (No)  You have 5 minutes.  Students discuss.  Monitor from the distance and check if there are some errors.  Feedback. Students share their ideas with the class.  Nominate 1-2 students. If there is enough time, ask more students |

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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:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min | T | Did you enjoy this story?  What lessons have you learned from **“The Wise Little Boy”**?  If there is enough time, nominate 1 student.  **Set homework.**  Find another Korean fairy tale you like and summarize it by writing no more than 50 words. It is due to tomorrow.  **Inform about the topic for the next lesson**.  Next time we will do a listening lesson about the movie “Parasite” directed by Jun-Ho Bong.  Please clean up your area and arrange the table. Bye, see you next time. |

**The Wise Little Boy.**

Long ago in a Korean village, there lived a bad mayor. There was also a kind and honest man who worked for the mayor. The mayor disliked the man. He had a plan to get rid of him. One winter day, the mayor called the man into his office. He said “I want some fresh peaches. Go and find some. If you succeed, I will reward you. But if you fail, you must resign!” The man was shocked! Where could he find fresh peaches in the winter? He searched for many days. He could not find any. Finally, he got sick and went home. His son asked him What was wrong. The man told him. The son said “Don’t worry, I have an idea that will save your job.” The boy went to the mayor’s office. He said “Your Honor, my father sent me to tell you that he is ill. He was bitten by a snake.” The mayor shouted. “You liar! There are no snakes in the snow!” The boy said, “if there are no snakes in the snow, then how can there be fresh peaches?” The mayor could not answer. He let the boy’s father keep his job.

**Literal question.**

**Exercise A**

1. What did the bad mayor ask the man to find?
2. What season is it in the story?
3. Who helped the kind and honest man keep his job?

**Interpretive question.**

**Exercise B**

1. Why did the mayor let the boy’s father keep his job?
2. Why couldn’t the mayor answer the boy’s question?

**Applied question.**

**Exercise C**

1. Do you think telling a white lie is sometimes necessary?
2. If your boss made an unreasonable request to you, what would you do?

**Answer sheet**

**Exercise A**

1. What did the bad mayor ask the boy’s father to find?

He asked the man to find fresh peaches.

1. What season is it in the story? It is winter.
2. Who helped the kind and honest man keep his job? The man’s son.

**Exercise B**

1. Why did the mayor let the boy’s father keep his job?

“The mayor could not answer.”

This sentence can support that definitely, he admitted by himself there were no fresh peaches in the snow like snakes.

Thus, because the demand was unfair in the first place, the boy’s father didn’t fail to find the fresh peaches.

2. Why couldn’t the mayor answer the boy’s question?

Because the mayor knew the boy’s father couldn’t find the fresh peaches in winter.

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**Instructor’s Comments and Assessment**

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| **Cons** | | |
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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** |  |  |