**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hyungrae lee | TESOL | 22/02/2020 | Reading | PPP | 25 min |

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| **Lesson** |
| **Topic** | Why does he really want new shoes? |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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|  **Materials and References**  |
| **Reading success 5,red/blue mark,worksheet,pictures** |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | adult | **Number of Students** | 3 |
| **Detail** | Students are all Korean.They are used to speaking English but they need to practice reading in English..Everyone is motivated to learn English. |

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| **Anticipated Difficulties and their Solutions:** |
| Students might not fully understand keywords->mime some gesture to help them understandIn interpretive comprehension or applied comprehension stage,it might be little short to talk about only 1 question->prepare back up question as using secondary question. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to complete this form of reading lesson plan and manage the time for reading lesson plan successfully and teach key word more efficiently.Moreover,finish the reading lesson successfully as well. |

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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: None** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min30 sec | T-SS-ST-S | Hello guys!welcome to class!how’s your week?Ok now let’s start!have you guys had an experience that you wanted to buy something but you couldn’t?why?talk to your group you have 1 minute!**Students talk to each other.Monitor from a distance.****Feedback**Ok time’s up!what did you guys talk about? |

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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: three picture,red/blue/black pen** |
| **Timing** | **Interaction** | **Procedure** |
| 1 min1 min1 min30 sec1 min1 min | T-ST-ST-STS-ST-S | **Pre-teach keywords**Good job guys!now look at this picture!**Elicit** – hold up first picture.what can you see from this picture?->money->yes and especially we get some money from parents or cousins in new years day right?what can we call this?->allowance->yes!**CCQ** – do you usually get this from your parents?(yes)Do you earn this by yourself?(no)Do we get this especially new year’s day?(yes)**Drill** – listen and repeat 3 times(gesture)!**Board** – write allowance on the boardHow many syllables?(3)mark with blue pen->al/low/anceWhere is the stress?low->mark with a red pen**Elicit-**hold up second picture.what can you see from this picture?->discount->yes we usually get this from store and if we get this,we can get something cheaper than usual.**CCQ-**so can we get this from store?(yes)If we get this,can we get something cheaper than usual?(yes)Should we pay more if we get this?(no)**Drill** listen and repeat 3 times(gesture)**Board** write discount on the board.How many syllables?(2)mark with a blue pen->dis/countWhere is the stress?dis mark with a red pen**Elicit** hold up third picture.what can you see from this picture->heart->yes but when you don’t hesitate to do something or make up your mind,we say have my heart set on(mime some gesture) **CCQ** do we say this when we make up our mind?(yes)When we do this,do we hesitate to do something?(no)**Drill** listen and repeat 3 times!(gesture)**Board** write have my heart set on on the board.How many syllables?(5)mark with a blue pen have/my/heart/set/onWhere is the stress?heart mark with a red pen**Guiding Question-**When was the last time you save your money?why did you save your money?Talk to your group.you have 1 minuteStudents discuss the question with their group**Feedback** ok time’s up!what did you guys talk about? |

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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: Worksheet**. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min1 min 30sec30 sec | TSS-ST-S | **Ok!not it’s time to practice!i** want you to guys read this story and after reading it,answer the question for only exercise A!do not turn over the next page.work individually!**I,C,Q** So do you guys have to do only exercise A(yes)Do you guys work together?(no,work individually)Good!now I’m going to give you guys 2 mintues!then start!**Students read the whole text for the 1st time, and write answers on exercise A**OK time’s up!compare your answer with your group!you have 1 minutes!**Students compare their answer.Monitor from a distance****Feedback to check accuracy.**Ok time’s up!let’s check the answer!what did you get answer for number 1?->Right!and number 2?->great!and number 3 and the last question?->good!! |

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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: worksheet** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec3 min1 min2 min | TSS-ST-S | **Now turn over your worksheet!** This time,you are going to read the story again but very carefully!After that,answer the question for exercise B!I’m going to give you guys 3 minutes!start1**Students read for the 2nd time and write their answers down for exercise B.****Ok time’s up!**compare your answer with your group!you have 1 minute!start!**Feedback Ok time’s up!**let’s check the answer what did you guys get the answer?Student’s talk->why do you think that way?(ask for one student)->if they get the right answer->ok great!does everyone agree with her opinion?->ok great!As she said,we could guess that from the last passage.probably he wanted to look cool for cindy so that might be the another reason that he really wanted to get feriats!If the student gets the wrong answer->ok nice guess!but the answer is no,does anyone have different answer?->ask other students!->if they still get the wrong answer,give them hintOk that’s fine!Actually,the answer is really simple!you could guess that from the last passage!->students will get the idea from the last passage!->students get the right answer!Good job guys! |

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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:** none |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec5 min1 min | TS-ST-S | **OK now,just imagine you are looking for something you want to buy.**But if you don’t’ have enough money to buy it,how would you save your money to get it?what would you make sacrifices to get it?talk to your group!you have 5 minutes!**Students discuss.Monitor from a distance****If there is some mistakes that students make,write on the board****Feedback.ok time’s up!what did you guys talk about?Nice job!** |

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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:** none |
| **Timing** | **Interaction** | **Procedure** |
| 1 min | T | **Lesson feedback.****Ok guys!time to wrap it up!****If I find some mistakes from previous stage->look at this sentence.how can we correct this sentence?****If there is no mistake->just set the homework****Ok nice job guys for today!i hope you did enjoy this class!****Next week we are going to read about global warming!nowdays,global warmin is very serious problem right?so before coming this class,think about your idea that you suggest for solving global warming!Thank your and have a nice weekwend!** |

**Instructor’s Comments and Assessment**

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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** |  |  |