Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Suzy Lee | TESOL | 7/1/2020 | Reading | PPP | 25min |

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| **Lesson** | |
| **Topic** | Growing Up Online |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students will practice their speaking fluency within the topic. |

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| **Materials and References** |
| **Reading, worksheet, Board, Color markers** |

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| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adults | **Number of Students** | 6 |
| **Detail** | Students are all native Koreans. All students love to read and are very motivated in learning English. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Students may not understand some words in context. Pre-teach keywords to students.  Students may not know how to pronounce some words. Drill the words.  If the students did not understand the context, let students talk about their experience of the topic. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to teach reading with making students learn new vocabulary. |

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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. This is a BEFORE READINING stage. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3 min | T  T-S/S-S | Hello class! Today we will talk about people growing up online. Nowadays, because of the Covid-19, a lot of people are going online. Have you experienced studying online? Did you like it or not?  Please talk with your partners for 3 minutes. (Students talk to each other) |

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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. This is a BEFORE READINING stage. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  10 sec  1 min  30 sec | T-S  T  S-S  T-S | **Pre-teach keywords**  Wireless – 1) Draw a computer line and on top of it draw a X. 2) Show students my airpod pro and ask them what this is and does this have a line attached to my device.  CCQ – Does this have a line? (No) Can you still listen to music without attaching this with a line? (Yes)  Drill – Listen and repeat 3 times (Wireless). Students repeat chorally and individually for correct pronunciation  Board – Write the word on the board and ask where the stress is.    **Guiding Question: With your partners, please talk about the pros and cons of growing up online.**  Students discuss the question with a partner.  For feedback, nominate some of the 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). This is a WHILE READINING stage. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **This is a worksheet with all literal, interpretive and applied questions included. Only do the literal section! Please do this a lone! I will give you 2 minutes.**  **Students start by reading for the 1st time and answer the literal questions.**  **Pair check.**  **Check answers with the class.** |

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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. This is a WHILE READINING stage. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Please do the interpretive questions!**  **Students read for the 2nd time and answer the interpretive questions.**  **Pair check.**  **Check answers with the class.** |

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| **Stage Name:** Production - Applied Comprehension  **Purpose of this stage:** is for students to practice their speaking fluency and is related to the lesson topic. This is an AFTER READINING stage. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  5 min  1 min | T  S-S  T-S | **Please look at the applied question! Please discuss the question with your partners for 8 minutes.**  **Students discuss.**  **Ask students to share their ideas.** |

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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. This is an AFTER READINING stage. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 2 min | T | **Everyone did a really good job understanding the text and communicating your ideas with your peers. For homework, bring a paragraph or two from a book that you like. Next class, we will each read and discuss of your homeworks!** |

**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** |  |  |