Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Paula | TESOL | Aug 29, 2020 | Reading | PPP | 30min |

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| **Lesson** | |
| **Topic** | One Lucky Sunday |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency with continuing to talk about extending topic. |

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| **Materials and References** |
| **Pictures related to the reading topic, key-words, hand-out for reading stuff** |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 2 |
| **Detail** | This is general English class and students are intermediate learners. One of the students is Korean and the other is Moroccan. They are interested in story books and accustomed to pair work. | | |

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| **Anticipated Difficulties and their Solutions:** |
| In production stage, the topic might not draw active conversation(free talking) between the students. So I would rather prepare back-up question. About time management, they might need more time in practice stage(interpretive comprehension stage). If they do, I will select only 2 or 3 questions as a situation. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to interest the students and improve their reading skills and comprehension in English. |

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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:** handout, pictures | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec | T  T-S/S-S  T-S | Hello, guys. How are you today? I've got a gift voucher, a drink from one of my friends, and she said "keep your energies high in hot covid summer." I was so happy that my heart was warming. Did something good or anything bad happened to you recently?  Talk to your partner.  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. This is a BEFORE READINING stage. | | |
| **Materials:** pictures about story and key-words | | |
| **Timing** | **Interaction** | **Procedure** |
| 4 min  10 sec  1 min  30 sec | T-S  T  S-S  T-S | OK, guys. Look at this picture. What do you see? There is a man in the center. What do you think he is doing? He buys old things from people and sells it others. Can you guess his job? We call this kind of person a **dealer**.  CCQ – If someone is a dealer, does he buy a particular products from people and sell others? (Yes)  Are the products new? (No, a dealer buy objects which people have.)  Drill – Listen and repeat 3 times "Dealer"  How may syllable? 2, where is the stress? (First)  Board – highlight special areas of pronunciation    Do you see the table? Do you think it's old or new? Do you know another word of meaning old?  "**Antique**" Yes we can say it antique.  CCQ – If something is antique, is it old? (Yes)  If something is antique, is it often valuable or worthless? (valuable)  Drill – Listen and repeat 3 times "antique"  How may syllable? 2, where is the stress? (second)  Board – highlight special areas of pronunciation  What do you think of this picture?  Are these tables same? (It looks almost same but the color is a little different.)  One of these tables is original one and the other is a copy.  Do you know the word of meaning a copy of product? We call it "**reproduction"**.  CCQ – If furniture is reproduction, is it a copy of furniture? (Yes)  If something is reproduction, is it authentic/original?  (No, It is a product produced copies of original one.)  Drill – Listen and repeat 3 times "reproduction"  How may syllable? 4, where is the stress? (third)  Board – highlight special areas of pronunciation  **Guiding Question**  Have you ever lied before? Do you have any experience that your lying was revealed? Talk with a partner. (I lied to my kids about Santa Clause. Like a secret mission, I put the gifts over their head when they fell asleep. But my son figured out mummy's writing style is same as Santa's.) |

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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:** handout(reading material) | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions.**  Now, you will read a interesting story. You have to read quickly at first and answer the Quick Tests below paragraphs. Read the question first and answer.  ICQ - Do you read the text first? (No, questions first.)  Do you have to read line by line? (No we have to skim/read quickly.)  You have 2 minutes.  **Hand out worksheets.**  **Students read the whole text for the 1st time, and write answers on the sheet.**  **Pair check.**  **Feedback to check accuracy.** |

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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:** handout which is written interpretive questions. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  4 min  2 min  2 min | T  S  S-S  T-S | **Instructions.**  OK. Now you will read more carefully this time. Read carefully and answer those questions which need think more. Read the questions loudly. You have 5 minutes.  **Hand out worksheets.**  **Students read for the 2nd time. Students write their answers down.**  **Pair check. Monitor.**  **Feedback to check accuracy.** |

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| **Stage Name:** Production - Applied Comprehension  **Purpose of this stage:** is for students to practice their speaking fluency about selling their precious object. This is an AFTER READINING stage. | | |
| **Materials:** handout which is written speaking topic | | |
| **Timing** | **Interaction** | **Procedure** |
| 30sec  6 min  1 min | T  S-S  T-S | **Instructions.**  Do you have any valuable object which you have? How much are you going to sell it to your partner?  Make a list of advantages of yours and try to sell it to your partner at a high price.  Sell your favorite things to your partner when you are ready.  ex) A rosary which the nun made me. It gives me peace when I am worried about something.  ★Back-up Question: What does a dealer need to be a good dealer? (I think to earn/gain trust based on fair deal from people is very important. Lying is always revealed in any way.)  **Students talk freely.**  **Feedback. Students share their ideas with the class. (Optional.)** |

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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** |
| 1 min | T | OK. I am glad that you had a very active participation today. Today we read about One Lucky Sunday.  I cannot say he had a real lucky day.(: "What goes around comes around" came to my mind when I read it.  **Set homework.**  This is today's homework. Have you ever experienced of something bummer or unpleasant recently? Write about what happened to you with 5-10 sentences. Make sure that bring it next lesson.  **Thank you for your good attitude of class.** |

**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** |  |  |