Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seojun Lee (Jason) | 212WD | 27/10/20 | Reading | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Benefits of Music |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| Article (<https://www.gethealthystayhealthy.com/articles/10-health-benefits-of-music>), board, markers, worksheet, pictures |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | 20-30 | **Number of Students** | 3 |
| **Detail** | This is a well established English class and the students are highly motivated learners. There is a strong rapport among the students and they are very comfortable with one another and enjoy communicating freely on any given topic/interest. They are accustomed to group work and there is an evenly distributed amount of input from each student. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Desk arrangement -> Change desk arrangements so students are not too far apart  Internet difficulties -> Download material onto usb and print hard copy |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to engage the students as much as possible by spurring spontaneous fluency. |

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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:** Pictures | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec | T  S-S  T-S | Hi guys, take a look at these pictures and as a group share your thoughts.  What do the pictures have in common (Listening to music)  And what can you tell from their facial expressions? (Smiling, concentrating, sleeping)  Students discuss as a group.  Clap to inform time is up and grab attention.  Feedback if appropriate. |

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| **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. This is a BEFORE READINING stage. | | |
| **Materials:** Pictures. | | |
| **Timing** | **Interaction** | **Procedure** |
| 2 min  30 sec  2 min  1 min | T-S  T  S-S  T | **Pre-teach keywords**  Elicit - Show picture. What can you see from this picture? She is a pharmacist; someone who is trained to give out medicine.  CCQ – Is a pharmacist a doctor? (No)  Can a pharmacist prescribe you medicine? (No, only doctors can)  Drill – Listen and repeat 3 times together. (Gesture)  Choral and individual drilling for correct pronunciation  Board – Write “pharmacist” on the board.  Highlight special areas of pronunciation. ben/ma/cist  How many syllables? (3) Where is the stress? (1st)  Elicit - Show picture. How do they all look? What do you think no.51 is doing? (He’s pumping up the team)  CCQ - If I feel pumped up, can I say I’m excited? Energized? (Yes)  Drill - Listen and repeat 3 times together. (Gesture)  Choral and individual drilling for correct pronunciation  Board - Write “pumped up” on the board.  Where is stress? (1st word)  **Guiding Question**  Who likes listening to music? (Students respond)  Now I want you guys to discuss as a group when you listen to music and what genre of music you listen to.  Maybe when you’re studying or working out or just relaxing.  I’ll give you 2 mins. Begin  Students discuss.  Feedback. |

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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:** Worksheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  Work individually for this exercise. Point to exercise A. After you have completed the exercise compare your answers as a group. Do not do exercise B.  I will give you 2 mins guys.  **ICQ.**  Do you work alone for this exercise? (Yes)  How much time do you have? (2min)  Good. Begin.  **Students skim and scan, and write answers on the worksheet.**  **Group 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:** Worksheet | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  Now take a look at Exercise B. Work individually again. Read the question carefully and write your answer underneath the question. I will give you 3 mins for this exercise. Begin  **Students read for the 2nd time. Students write their answers down.**  **Group check.**  **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 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** |
| 30 sec  8 min  1 min | T  S-S  T-S | **Instructions. Give students a question to discuss in pairs or groups.**  Now read Exercise C and talk as a group about the following question.  I will give you 8 minutes. Begin  **Students discuss.**  **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** |
| 2 min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.** |

Worksheet

Exercise A.

1. Hearing a particular song can bring back a special memory or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Which chemical is released when we hear music to our liking?
3. What is the benefit of listening to ‘relaxing’ music?
4. Which instrument does Dominik Albano play? For how many years?

Exercise B.

Why do you think the author mentions the fact that Dominick Albano is the Vice President of the company? (Pfizer is one of the world’s largest pharmaceutical companies)

Exercise C.

Do you have a particular song that is tied to a special memory?

Is there one song that you would like to hear live?

Answer Sheet

Exercise A.

1. Hearing a particular song can bring back a special memory or make you feel happy or calm or pumped up.
2. Which chemical is released when we hear music to our liking?

Dopamine

1. What is the benefit of listening to ‘relaxing’ music?

Listening to ‘relaxing’ music has been shown to reduce stress and anxiety

1. Which instrument does Dominik Albano play? For how many years?

Guitar for 35 years

Exercise B.

Why do you think the author mentions the fact that Dominick Albano is the Vice President of the company? (Pfizer is one of the world’s largest pharmaceutical companies)

To illustrate the idea that someone as successful as he is uses music as a source of balance in his life.

Exercise C.

Do you have a particular song that is tied to a special memory?

Is there one song that you would like to hear live?

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** |  |  |