

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Dasiy	TESOL	28/10/2020	Reading	PPP	30min

Lesson	
Topic	Big Little Elephant.
Main Aim	Students practice their reading comprehension.
Secondary Aim	Students practice their speaking fluency.

Materials and References
Board, Colored markers, Pictures, A chart, Reading materials, Worksheets, Answer sheets and Extra pencils and erasers for Ss.

Student Profile			
Level	Elementary		
Age	15	Number of Students	3
Detail	Students are all native Korean. They are able to make sentences with a few errors. They enjoy talking and sharing ideas. They prefer listening than reading. They all are willing to learn English.		

Anticipated Difficulties and their Solutions:
Students might not feel like animals could have feelings. To get them involved, I will use animal paper cut in lead-in stage. Presentation time is quite short to deal with 4 words. I decided to use prepared pictures and a chart to reduce time waste.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to create good rapport.

<b>Stage Name:</b> Lead-in		
<b>Purpose of this stage:</b> 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 READING stage.		
<b>Materials:</b> printed animal paper		
Timing	Interaction	Procedure
1 min	T	Hello guys. Today we are going to talk about 'Big Little Elephant'. Do you like animals? Yes. Okay, here is 5 animals. (I am holding animal pictures with chopsticks sticked.) Now what can you see? (A little shaking) Listen to students. Elephant, Bird, Frogs, and Turtle. Yes, you are right. I am gonna introduce you these friends. This friend is Heron(showing it with one hand), Turtle, Green Frog, Yellow Frog and Little Elephant. He(Elephant) looks big. But his age is same as others.
2 min 30 sec	T-S/S-S	(Giving them printed animals) How do they look like? Do they look so different? Is there any differences between Elephant and the others? Sharing ideas.
30 sec	T-S	What do you think, Alicia? If there is time left, Jason, Kim

<b>Stage Name:</b> Presentation												
<b>Purpose of this stage:</b> 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 READING stage.												
<b>Materials:</b> boards, chart, and pictures												
Timing	Interaction	Procedure										
1 min	T-S	<p><b>Pre-teach keywords</b> We are going to learn some keywords today. Elicit – usual</p> <table><tr><td>Mon</td><td>Tue</td><td>Wed</td><td>Thu</td><td>Fri</td></tr><tr><td>late</td><td>late</td><td>late</td><td>late</td><td>early</td></tr></table> <p>(Printed and stick on the board)</p> <p>Daisy student comes to class late everyday. But one day she came early. What is it called? <u>unusual</u>. And how would you say about the other days? <u>usual</u>.</p> <p>CCQ - Does it happen a lot, Daisy come late ? Yes. Is it expected? Yes. Is being late for daisy typical? Yes.</p> <p>Drill - Say usual (gesture 1,2,3). Individual drilling.</p> <p>Board - How many syllables in usual? 3/ u/ su/ al. Where is the stress? First.</p>	Mon	Tue	Wed	Thu	Fri	late	late	late	late	early
Mon	Tue	Wed	Thu	Fri								
late	late	late	late	early								



<b>Stage Name:</b> Practice – Literal Comprehension		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> worksheets		
Timing	Interaction	Procedure
30 sec	T	<b>Instructions.</b> Today we will read 'Big Little Elephant' and think about friends. Read the story and write answers on the worksheet. I will give you worksheet now. You have 2 min to read and answer. Only do worksheet 1 and don't look at the worksheet 2 on the back page. (Hand out worksheets)
2 min	S	Students read the whole text for the 1 <sup>st</sup> time, and write answers on the worksheet. Question. 1. Why did they look quite unhappy? 2. Is the size difference problem to be friends? 3. Did they meet before?
1 min	S-S	Let's check each other. Pair check.
1 min 30 sec	T-S	What is the answer for question 1? Jason 1. Because they thought they can't fly their kite today. Kim 2. No, Elephant can do things that none of them can do. Alicia 3. Yes, he said the same big group of small friends. And little Elephant was still too big. Still means continuing until now from the past. And this time means that time they looked happy.

<b>Stage Name:</b> Practice – Interpretive Comprehension		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> worksheets		
Timing	Interaction	Procedure
30 sec	T	<b>Instructions.</b> Now we will learn more about 'big little elephant'.(holding a worksheet and gesturing. Read one more time and write your answers down. Now you can flip the paper. You have 3min. How many min you have? 3 min.
3 min	S	Ss answer the worksheet 2 1. Why did he say "really?" 2. Did big group of small friends play with elephant before? How did you know? Can you guys do pair work? And share your ideas.
1 min	S-S	Pair check. Monitor in the distance.
1 min 30 sec	T-S	What do you think? What is your answer for 1? Jason, Alicia, Kim And number 2? Kim  1. He thought he is too big to play with them and be friends with them. 2. Yes. He did. Because Little Elephant was still too big to do some things with his new friends. Means he played with them. But he played something he can't do with the big size of body.

<b>Stage Name:</b> Production - Applied Comprehension		
<b>Purpose of this stage:</b> is for students to practice their speaking fluency and is related to the lesson topic. This is an AFTER READINING stage.		
<b>Materials:</b> worksheet		
Timing	Interaction	Procedure
30 sec	T	Now we have read about big little elephant and sizes are no problem to be friends.  1. For us, as human. What can be sizes? For example, sizes can be wealth. can be looking.  2. Who can't be your friends?  3. Have you ever changed your mind that you thought someone couldn't be friends and became friends?
7 min	S-S	You have 7 min to discuss. Are you gonna write it down? No. Discuss in a group.
30 sec	T-S	Okay, time's up I think you guys have brilliant ideas. Do you think what you learned today?

<b>Stage Name:</b> Wrap-up		
<b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress. This is an AFTER READINING stage.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
2 min	T	Today we talked about friends. Did you like that? You are all just the right sizes to do plenty of other things. You guys have different ideas. By sharing, you can learn from each other. You did great today.  Offer delayed corrections. Too big means negative. Don't use for positive situation.  Today no homework <b>as usual!</b>  The topic for the Next lesson is hobby. Thank you.

Mon	Tue	Wed	Thu	Fri
late	late	late	late	early









The next day Little Elephant went out walking, alone as usual. After a while, he came upon the same big group of small friends. But this time they did not look quite so happy.

"We can't fly our kite today, Little Elephant, because there is no wind," said Turtle.

"Well," said Little Elephant, "maybe I can fly your kite without wind."





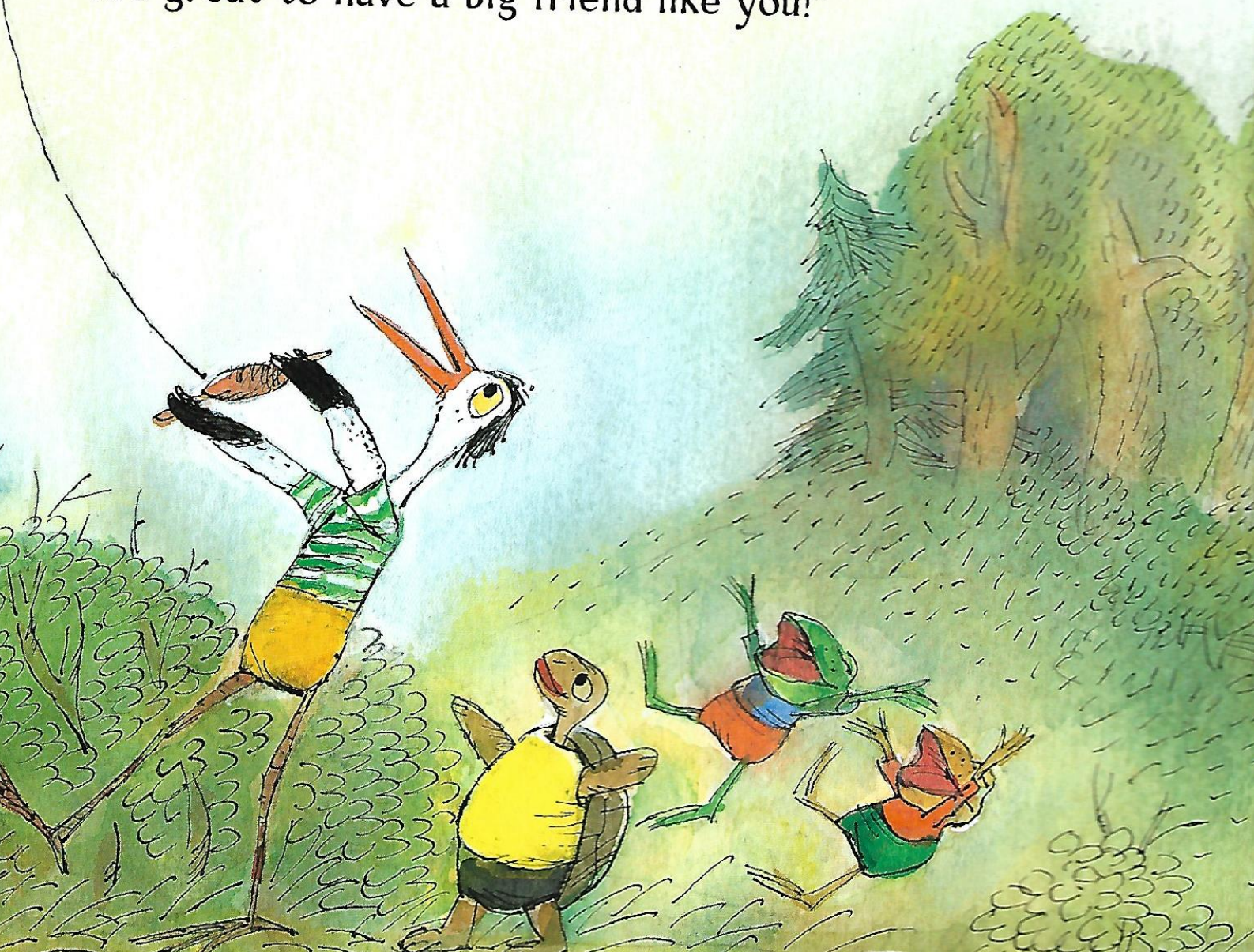


And he did.

"Hurray!" cried Heron, Turtle, Green Frog, and Yellow Frog.

"You can do things that none of us can do," said Heron.

"It's great to have a big friend like you!"







"Really?" said Little Elephant.

"Really!" cried Heron, Turtle, Green Frog, and Yellow Frog.

"You're lots of fun!"

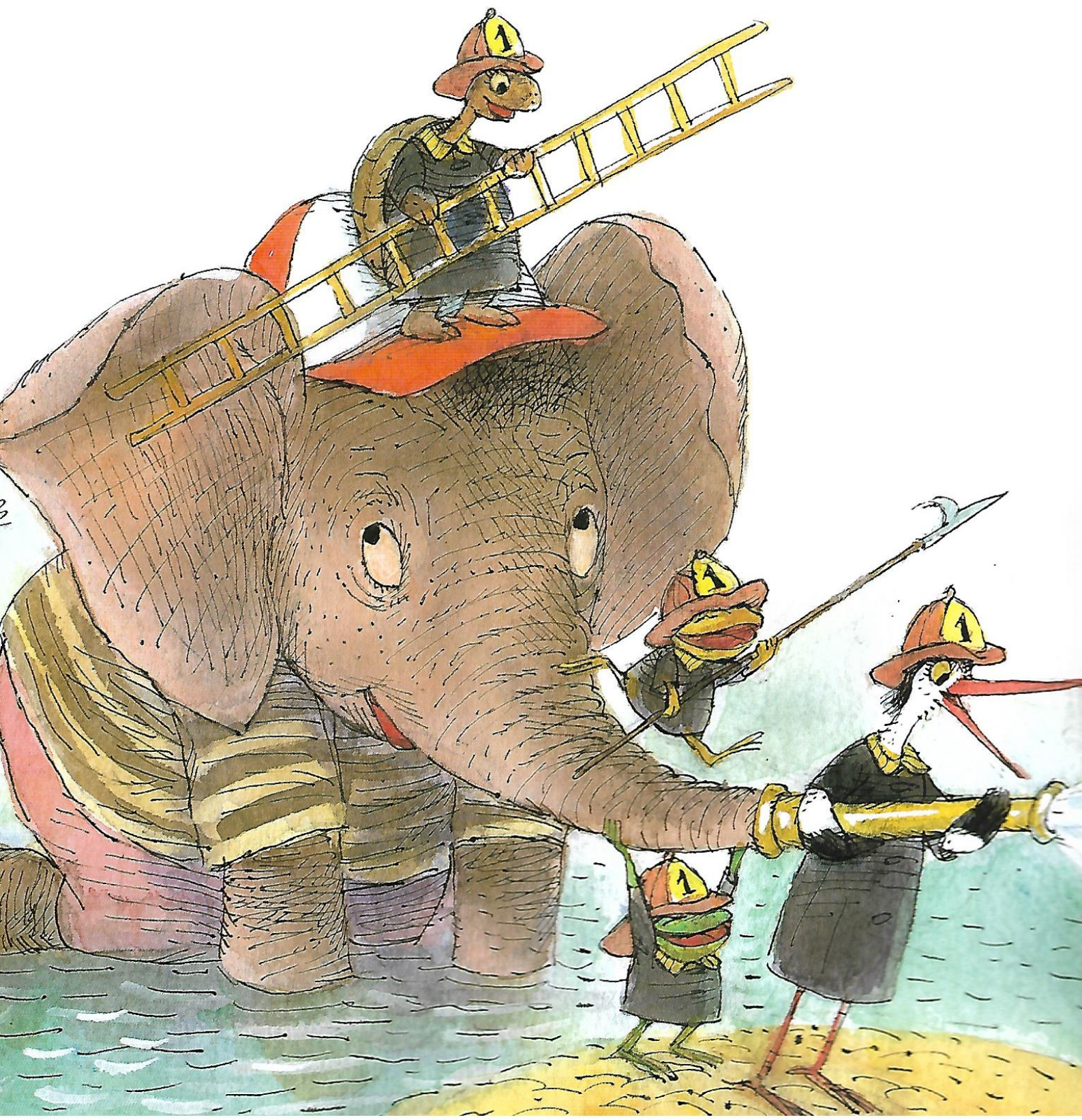




Little Elephant was still too big to do *some* things with his new friends.



But that was okay. They were all just the right sizes to do plenty of other things.





## **Big Little Elephant**

### **Worksheet 1**

1. Why did they look quite unhappy?
  
  
  
  
  
  
  
  
  
  
2. Is the size difference problem to be friends? Why?
  
  
  
  
  
  
  
  
  
  
3. Did they meet before? How do you know?

## **Big Little Elephant**

### **Worksheet 2**

1. Why did he say “really?”

2. Did the big group of small friends play with elephant before?  
Why do you think?



## **Big Little Elephant**

### **Worksheet 3**

1. What can be sizes for us?
2. Who can't be your friends?
3. Have you ever changed your mind that you thought someone couldn't be friends and became friends?

## **Big Little Elephant**

### **Answer sheet 1**

1. Why did they look quite unhappy?

Because they thought they can't fly their kite today.

2. Is the size difference problem to be friends? Why?

No, Elephant can do things that none of them can do.

3. Did they meet before? How do you know?

Yes! First, he said the same big group of small friends.

Second, little Elephant was still too big.

Still means continuing until now from the past.

Third, this time means that time they looked happy.



## **Big Little Elephant**

### **Answer sheet 2**

1. Why did he say “really?”

He thought he is too big to play with them and be friends with them.

2. Did the big group of small friends play with elephant before?  
Why do you think?

Yes, he did. Because Little Elephant was still too big to do some things with his new friends means he played with them before. But he played something he can't do with his big size of body.

## Instructor's Comments and Assessment

<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
<b>Above Standard 85%-100%</b>	<b>Standard 70%-84%</b>	<b>Below Standard 69%-0%</b>
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		