Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Young Bin Lee | TESOL | 20/03/2021 | Reading | PPP | 30 min |

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| **Lesson** |
| **Topic** | Iceberg Breaks |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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|  **Materials and References**  |
| **Video of Iceberg breaking, hard copy of reading material, picture of ice berg, detachable material (lotion and cap), picture of chasm (front-back), board plan pdf.** |

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| **Student Profile** |
| **Level** | Low Intermediate |
| **Age** |  16 | **Number of Students** |  1 |
| **Detail** |  This is a general English class and student is motivated to learn reading comprehension. Age of 16 is suitable for earth science. It might be a concern that some students aren’t into science, however, to approach them with interesting topic would motivate them even more to learn.  |

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| **Anticipated Difficulties and their Solutions:** |
| Fail of Time management – Prepare back-up short reading article or activity. |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to write out a complete, detailed lesson plan and carry out the steps properly. |

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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 sec1 min 30 sec | TT-S/S-S | **Greet the student and ask “how are you” to smoothly continue the lead in. Say this to your student.**“Hi Sarah! How are you doing today? I have a short video for you. Try to tell me about this video after watching it.” (it’s about iceberg breaking because of global warming.)**Ask student a consequence of iceberg breaking and elicit the topic for today.**What are the factors of iceberg breaking or generally global warming? Talk about it.(greenhouse gases, powerplants, transportation, deforestation, garbage etc) |

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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:** List all materials that will be needed in this stage. |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min1 min1 min30 sec | TT-ST-ST-ST | **Tell student today’s topic for the lesson and board it, if the student wasn’t able to be elicited.**Today’s topic is ‘Iceberg Breaking’. (Board the topic.)**Pre-teach keywords: detaching, chasm, satellite**Elicit – Use detachable materials and ask “What am I doing? (You are detaching.)CCQ – Am I detaching this right now? (while attaching the material)  (No) When do you detach your lotion cap? (When you are done using.)Drill – Listen and repeat 3 times with me. (with Gesture) Board – Write ‘detaching’ on the right of the board. How many syllables? (3) Mark with a blue pen. (de-tach-ing) Where is the stress? (2nd) Mark with a red pen.Elicit – Use chasm picture and ask “How can you explain this picture? (It’s chasm.)CCQ – Is there a chasm in this picture? (while showing the picture, front back)  (Yes) How about now, is there one? (No)Drill – Listen and repeat 3 times with me. (with Gesture) Board – Write ‘chasm’ in the middle of the board. How many syllables? (1) Mark with a blue pen. (chasm) Where is the stress? (1st) Mark with a red pen.Elicit – Draw the satellite and elicit the word “What do you call this thing that is in the space in order to collect information or for communication purposes? (satellite)CCQ – Can satellite see places that it’s hard for us to go? (Yes) Can you see the satellite in the sky with your eyes? (No)Drill – Listen and repeat 3 times with me. (with Gesture)Board – Write ‘satellite’ in the middle of the board. How many syllables? (3) Mark with a blue pen. (sat-el-lite) Where is the stress? (1st) Mark with a red pen.**Guiding Question**Is iceberg usually easy to break? What would be the factors or cause?(It helped the scientists to notice the chasm on the iceberg. It also helped to calculate the speed of cracking.) |

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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 1 |
| **Timing** | **Interaction** | **Procedure** |
| 1 min4 min1 min1 min | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets.**Read the story and write the answers below the questions, quickly. I will give you 4 minutes! **I.C.Q**Where will you write your answers? (below) How many minutes do you have? (4 minutes)You may start now.(Hand our worksheets.)**Students read the whole text for the 1st time, and write answers on the worksheet.****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:** Worksheet 2 |
| **Timing** | **Interaction** | **Procedure** |
| 1 min4 min1 min1 min | TSS-ST-S | **Instructions. Set the purpose for reading. Hand out worksheets.**Based on the article, why do the scientists make use of satellite all the time? Write down your answer below the question. You have another 4 minutes.**I.C.Q**Where will you write your answers? (below) How many minutes do you have? (4 minutes)You may start now.(Hand our 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 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 min5 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups, or with the teacher.**What are the disadvantages we get from iceberg being broken?(Back up q: Why is it bad? Ex) Animals will lose their habitats.)**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** |
| 30 sec1 min30 sec | TT-ST | **Lesson feedback. Tell the class what they did well, and what needs to improve.**Good job, Sarah. Well done. I liked how you were able to approach the topic.**Offer delayed corrections to the previous stage.**If the student made some errors, take down notes in production stage and correct those errors.**Inform students about the topic for the next lesson, together with homework.**Our next topic is about global warming. Please prepare some causes of global warming and we will discuss about it. |

**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** |  |  |

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