

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Jane	TESOL	21/06/09	Reading	PPP	25min

Lesson	
<b>Topic</b>	Two sisters and the cat
<b>Main Aim</b>	Ss practice their reading comprehension.
<b>Secondary Aim</b>	Ss practice their speaking fluency.

Materials and References
Two sisters and the cat Story by Laurie Buchanan, English Language Centre, worksheet

Student Profile			
<b>Level</b>	Low Intermediate		
<b>Age</b>	8-12	<b>Number of Students</b>	5
<b>Detail</b>	This is a general English class and students are highly motivated learners. Some students are shy, but they communicate freely. A few students have lived abroad.		

Anticipated Difficulties and their Solutions:
Students could feel anxiety for writing and speaking answers. Through monitoring, I should find proper answers and let the student speak first.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to <ul style="list-style-type: none"> <li>to comprehend the context</li> <li>to be an involver type teacher</li> </ul>

<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> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	Hello, everyone. Do you have a pet? How did you meet your pet? And how long have you been
2 min	T-S/S-S	together? Talk to your partner. If you don't have a pet, talk about a pet you want.
30 sec	T-S	Feedback if appropriate.

<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> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
2 min 30 sec	T-S	<p><b>Pre-teach keywords: condominium, bury</b></p> <p>1) condominium</p> <p><b>Draw an apartment building.</b> Look at this picture. what is it called? (a building, an apartment) Yes, this is kind of apartment. Do you know a different name of this kind of apartment? (A condominium: if Ss doesn't know, then let them know.) This is also called a condo shortly.</p> <p>Most people think of a condominium as being similar to an apartment, a condominium can be an office building, a townhome or a residence in a multi-unit building.</p> <ul style="list-style-type: none"> <li>- CCQ <ul style="list-style-type: none"> <li>&gt; Is this a kind of a house? (Yes)</li> <li>&gt; Is this a low house? (No)</li> <li>&gt; If you live in condominium, could you have a personal garden there? (No)</li> </ul> </li> <li>- Listen and repeat 3 times after me.</li> <li>- <b>Board</b> condominium, con/do/<b>min</b>/i/um How many syllables here? (5 syllable) Where is stressed? (Third syllable) Which part of speech is this? (noun)</li> </ul> <p>2) bury</p> <p><b>Draw a picture.</b> Look at this picture. what is he doing? (He's burying.) Right, he's burying something with the shovel.</p> <ul style="list-style-type: none"> <li>- CCQ <ul style="list-style-type: none"> <li>&gt; If something is buried, can we see that continually? (No)</li> <li>&gt; Is this related with the ground? or sky? (ground)</li> <li>&gt;</li> </ul> </li> <li>- Listen and repeat 3 times after me.</li> <li>- <b>Board</b> bury, <b>bur</b>/y How many syllables here? (2 syllable) Where is stressed? (First syllable) Which part of speech is this? (verb)</li> </ul> <p><b>Guiding Question</b></p> <p>Now, let me ask this. Do you have an experience that you lost your things recently? What was it and where did you lose your things? Talk to your partner.</p>
10 sec	T	

1 min	S-S	Ss talk.
50 sec	T-S	Feedback. Nominate a few students to share their ideas. (Optional.)

<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> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	Now we are going to read a short story and write answers on the worksheet1. Read and answer quickly as soon as possible. Should we do Exercise 2? (No) <b>Hand out reading text and worksheets.</b>
2 min	S	<b>Students read the whole text for the 1<sup>st</sup> time, and write answers on the worksheet.</b>
1 min	S-S	<b>Pair check.</b> okay, Now pair check with your partner.
		<b>Feedback to check accuracy.</b>
30 sec	T-S	Let's check together. No.1 ...

<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> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	<b>Instructions.</b> This time, we will do exercise2. Read this story again, and write your answer. I'll give you 3 minutes.
3 min	S	<b>Students read for the 2<sup>nd</sup> time. Students write their answers down.</b>
1 min	S-S	<b>Pair check. Monitor.</b> Okay, everybody, could you share your opinion with your partner?
1 min	T-S	<b>Feedback to check accuracy.</b>
30 sec		Let's talk together.

<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> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	Now we are going to finish this story. Could you read the last sentence? "Suddenly she remembered she had left the shopping bag on the bus." Thank you. So, let's make a story with your partner. I'll give you 5 minutes.
5 min	S-S	<b>Students discuss.</b> 1min left
1 min	T-S	<b>Feedback. Students share their ideas with the class.</b> Could you share your story?  <back-up> I will tell my story. She didn't remember the bus was, so she came home with depression. Suddenly, then the phone rang. She answered the phone. The caller was her sister, Mrs. Smith. "Did you get home well?" She said. "Yes, I got home well. Now I'm going to bury Sammy in the garden. Don't worry about it." After the call, she went outside. And she buried an empty shopping bag instead of Sammy.

		The next day, someone knocked on the door. knock. knock. She opened the door and the policeman came in. The policeman arrested Mrs. Wilson for animal murder. She could find Sammy at the police station. She explained everything. And finally, she was able to come home with Sammy.
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<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 READING stage.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
1 min	T	<b>Lesson feedback. Tell the class what they did well, and what needs to improve.</b> Did you enjoy the class today? <b>Offer delayed corrections to the previous stage.</b> No homework today, and next time, we are going to have writing lesson. Thank you. <b>Inform students about the topic for the next lesson. (Optional.)</b>

## Instructor's Comments and Assessment

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

## Two sisters and the cat

▶ 0:00 / 1:52



Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him".



She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.

It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop.



She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus.

# WORK SHEET

## Exercise 1)

1. Where does Mrs. Smith live?
  - A. in a condominium in Duncan
  - B. in a condominium in Victoria
  - C. in a house in Duncan
2. Why is Mrs. Smith upset?
  - A. because her sister came to see her cat
  - B. because her cat died
  - C. because Mrs. Wilson was sad
3. What did Mrs. Wilson do?
  - A. take the cat with her on the bus
  - B. put her gloves in the shopping bag
  - C. prepare dinner for her sister
4. What time did Mrs. Wilson go home?
  - A. when the bus arrived
  - B. at 5 p.m.
  - C. after she walked for two minutes
5. What did Mrs. Wilson forget?
  - A. the newspaper
  - B. her handbag
  - C. the shopping bag

## Exercise 2)

**Q. Why did Mrs. Smith want to bury her cat Sammy?**

# ANSWER SHEET

## Exercise 1)

1. Where does Mrs. Smith live?
  - A. in a condominium in Duncan
  - B. in a condominium in Victoria**
  - C. in a house in Duncan
  
2. Why is Mrs. Smith upset?
  - A. because her sister came to see her cat
  - B. because her cat died**
  - C. because Mrs. Wilson was sad
  
3. What did Mrs. Wilson do?
  - A. take the cat with her on the bus**
  - B. put her gloves in the shopping bag
  - C. prepare dinner for her sister
  
4. What time did Mrs. Wilson go home?
  - A. when the bus arrived
  - B. at 5 p.m.**
  - C. after she walked for two minutes
  
5. What did Mrs. Wilson forget?
  - A. the newspaper
  - B. her handbag
  - C. the shopping bag**

## Exercise 2)

### Q. Why did Mrs. Smith want to bury her cat Sammy?

Because she loved her cat very much, and she needs some place to miss her cat Sammy whenever she wants to see. That's why people made a grave. Mrs. Smith lives in a condominium, so she had no place to bury him. It means she had no place to miss her cat. When Mrs. Wilson suggested that she can bury Sammy in her garden, she stopped crying at last. She can go and visit him whenever she misses him.