Background Information Sheet

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Cathryn | TESOL | 2021-06-09 | Reading | PPP | 25 min |

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| **Lesson** |
| **Topic** | It’s all about perspective! |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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|  **Materials and References**  |
| **board, pen(black, blue, red, green), worksheet, answersheet** |

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| **Student Profile** |
| **Level** | High intermediate |
| **Age** | Adults | **Number of Students** | 5 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans and most of them have travelled abroad. They are accustomed to pair work, but still need to be relaxed before they open up to communicate freely. They are capable to infer unknown phrasal expressions when reading. |

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| **Anticipated Difficulties and their Solutions:** |
| - Students might not have met any unusual animals in other countries. -> Make them share what animal would they want to see and why.- Students might have difficulties understanding the guiding question. -> If they look confused, give my case as an example. (The most happiest time for me is when I drink cold brew coffee peacefully. It tastes so good and makes me calm) |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to * minimalize teacher talk. Use more gestures and keep the instructions simple and clear. Focus more on the reactions of the students and try to make them participate and speak more.
* give attention to the whole class, especially to the quiet student. If they are out of sight, move them to the center.
* manage time. Prepare separate page of answer sheet so I won’t leave the lesson plan where I check the time.
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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:**  |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min1 min | TS-ST-S | Good morning, everyone. When you go on a travel, have you ever encountered animals that are unusual to see in your country?For me, when I visited US with my family, I was shocked by a buffalo walking across the road. Our car had to wait on the road for them to cross. It was very amusing to see buffalo that close. Share your experiences with your partner. What animal did you see? When and how did you see it? How did you feel? Were you excited? You have 1 minute.**Indicate the groups. Move the students if necessary.****Gesture for students to begin talking to their partners.**Talk to partners.Feedback. Gesture to each group and ask – “Share one of your experiences.” |

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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: board, pen(black, blue, red, green)** |
| **Timing** | **Interaction** | **Procedure** |
| 1 min10 sec1 min1 min10 sec1 min50 sec | T-STS-ST-S | **Pre-teach keywords : perspective, rare, make a fuss**Elicit – **Draw cup with water filled up to half of the cup. Draw a person smiling and saying “HALF EMPTY” on one side and a person grumping and saying “HALF FULL” on the other side.** Why do they have different opinions? (different perspective)CCQ – Does each of the perspective have particular attitude about water? (Yes)  Can perspectives be different between people? (Yes)Drill – Listen and repeat 3 times together. “Perspective” (Gesture 1,2,3) Nominate 2 ss individually and check the pronunciation.Board – Write “perspective” on the left of the board with black pen.  How many syllables for perspective? (3. Per/spec/tive) Mark with blue pen. Where is the stress? (2nd) Mark with red pen. Write “noun” with green pen.Elicit – **Draw a four leaf clover.** What do you see? (four leaves clover) Do you see that a lot? (No) So what would you say about four leaf clover? (It’s rare)CCQ – Do you see it often? (No) Is it impossible to see one? (No)Drill – Listen and repeat 3 times together. “rare” (Gesture 1,2,3) Nominate 2 ss individually and check the pronunciation.Board – Write “rare” on the left of the board with black pen.  Write “adj” with green pen.Elicit – Drop a pen. Oh my!!!! I dropped a pen!!!! What am I going to do !!!! Is it broken????  Ask, What did I just do? (make a fuss about dropping a pen)CCQ – Was this a situation which I had to react so big? (No)Did I unnecessarily react too much? (Yes) Drill – Listen and repeat 3 times together. “make a fuss” (Gesture 1,2,3) Nominate 2 ss individually and check the pronunciation.Board – Write “make a fuss” on the left of the board with black pen. So.. **for you, When is the happiest time during the day nowadays? Why?**(My case: The most happiest time for me is when I drink cold brew coffee peacefully. It tastes so good and makes me calm)Share with your partners.Students discuss the question with a partner.Feedback. Nominate a few students to share their ideas.  |

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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 READING stage. |
| **Materials: worksheet, answersheet** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec1 min30 sec1 min | TSS-ST-S | **Instructions. Set the purpose for reading.** **Hold up the worksheet.** Now you will read a short passage individually. As you read, answer to the questions below the passage. You could just simply highlight the answer.You will only answer to exercise 1 and don’t do exercise 2.**Hand out worksheets.**I.C.Q. – Are you going to discuss your answers with your partners? (No.) Do you need to read the questions for exercise 2? (No.)**Students read the whole text for the 1st time, and highlight answers on the worksheet.****Pair check.** Compare your answers with your partner. **Monitor.****Feedback to check accuracy.** Ask students one by one for the answers. Ask if somebody has a different answer. |

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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 READING stage. |
| **Materials: worksheet, answersheet** |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec2 min 1 min2 min | TSS-ST-S | **Instructions. Set the purpose for reading.** Read the passage again. This time, answer exercise 2. The question is more difficult, but if you read carefully and think through the context, you can find the answer. Write your answer below the question. I’ll give you 2 minutes.**Students read for the 2nd time. Students write their answers down.****Pair check.** Share your answers with your partners. **Monitor.** **Feedback to check accuracy.** Ask each group for answers.  |

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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 READING stage. |
| **Materials: worksheet** |
| **Timing** | **Interaction** | **Procedure** |
| 1 min5 min1 min | TS-ST-S | **Instructions. Give students a question to discuss in pairs or groups.**Now, look exercise 3 on the next page. Pick one of the questions and talk with your partners. You should talk freely. You have 6 minutes.**Students discuss.****Feedback. Students share their ideas with the class.**  |

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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 READING stage. |
| **Materials:**  |
| **Timing** | **Interaction** | **Procedure** |
| 1 min 30 sec | T | **Lesson feedback.** Did you enjoy? It was good to see you sharing your experiences and positive perspectives. **Tell the class what they did well, and what needs to improve.****Set homework.** For homework, write about 2-3 daily delightful things you found, until next class.  |

**Worksheet**



What’s an animal that’s really common where you’re from, but seems to be a rare delight to out-of-towners? For me, it’s deer. Growing up in Maryland, you couldn’t spit without hitting a deer. An entire herd used to stroll through our backyard every morning, as if they owned the place. But I can’t count the number of times out-of-state guests would point and gasp upon their arrival. “Deer!” they’d say. “... And?” we’d reply. Australians, I can imagine, are quite used to both kangaroos and non-Australians making a fuss about kangaroos. And Canadians? I know y’all have some interesting creatures roaming around up there. **It’s all about perspective.**

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***Exercise 1***

1) How would the out-of-towners feel when they see rare animals?

2) What’s the common animal in Maryland?

3) What would the guests say about deer? What does people in Maryland reply?

4) What do the non-Australians do when they meet kangaroos?

***Exercise 2***

What does the writer want to say in this sentence? **“It’s all about perspective”**
Write down your thoughts and explain the reasons.

**Worksheet**

***Exercise 3***

Choose one of the questions below and share your answers with your partners.

* Have you ever done a small thing for someone else which made him/her happy? Or did somebody do the same for you?
* Did you have any difficulties in your past? Looking back to it, were there any good things about it?

**Answer sheet**



What’s an animal that’s really common where you’re from, but seems to be a rare delight to out-of-towners? For me, it’s deer. Growing up in Maryland, you couldn’t spit without hitting a deer. An entire herd used to stroll through our backyard every morning, as if they owned the place. But I can’t count the number of times out-of-state guests would point and gasp upon their arrival. “Deer!” they’d say. “... And?” we’d reply. Australians, I can imagine, are quite used to both kangaroos and non-Australians making a fuss about kangaroos. And Canadians? I know y’all have some interesting creatures roaming around up there. **It’s all about perspective.**

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***Exercise 1 highlighted in yellow***

***Exercise 2***

What does the writer want to say in this sentence? **“It’s all about perspective”**
Write down your thoughts and explain the reasons.

>> The writer says that because of different perspectives, somebody’s common everyday things could be a great delight for someone else. The writer wants to say that if we look thinkgs differently, we could find delight in our everyday lives.

**Instructor’s Comments and Assessment**

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|  **Pros** |
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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** |  |  |