

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Lee	223WD	2021.08.11	Reading	PPP	30min

Lesson	
Topic	Good safety features of guardian angel.
Main Aim	Ss practice their reading comprehension.
Secondary Aim	Ss practice their speaking fluency.

Materials and References
Board and colored markers, worksheet

Student Profile			
Level	Intermediate		
Age	20~30s	Number of Students	3
Detail	Students are all native Korean. All students haven't lived abroad. Everyone is motivated to learn English reading. Also, they know basic sentence structure and vocabularies to understand content of worksheet. Students have at least one experience in dangerous situation.		

Anticipated Difficulties and their Solutions:
<ul style="list-style-type: none"> Some students may not know the terminology of car and function used in worksheet. I will select some words of them and write these words in the blank of worksheet with their meaning.

My Personal Aim
<p>What I hope most to demonstrate in this lesson is the ability to</p> <ul style="list-style-type: none"> Give good advice and skills for reading efficiently to students. Make students be accustomed to understanding contents of worksheet quickly. Manage and finish the lesson within time.

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 READING stage.		
Materials: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
20 sec	T	(Arrange desks like horseshoe shape.) Good morning everyone. Sometimes people consider safety as first priority when they choose and buy products. Is there good example of product? Please talk together.
2 min	S-S	Students share their thought.
30 sec	T-S	Feedback if appropriate.

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 READING stage.		
Materials: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
5 min	T-S	<p>Pre-teach keywords: features, protection, unharmed</p> <p>- Features - Elicit – Everybody look at the sports car in the picture. What is the color? (Blue) How many wheels it has? (4) how many people can ride at once? (2) what is the color of wheels? (Black) what are noticeable things like theses? (features) CCQ – • Do All of things have their own features? (Yes) • Is it possible to don't have features? (No) • Can the different things have same features? (Yes) Drill – listen and repeat 3 times together. (Gesture.) Nominate 2 or 3 individually. Board – Write Feature on the left of the board. How many syllables? (2) Mark with a blue pen. Where is the stress? (1st) Mark with a red pen.</p> <p>- Protection - Elicit – Everybody look at the next picture. Who is them? (Construction workers) What are they wearing on their head (Helmet) What is the purpose of using helmet? (Protection) CCQ – • Can I be safe by Protection? (Yes) • Is it impossible just by myself (No) • Can I prevent dangerous situation by it? Drill – listen and repeat 3 times together. (Gesture.) Nominate 2 or 3 individually. Board – Write Protection on the left of the board. How many syllables? (3) Mark with a blue pen. Where is the stress? (2st) Mark with a red pen.</p>

10 sec	T	<p>- Unharmmed -</p> <p>Elicit – What is the job of the man in the picture? (Knight) What does he grab on his hands with sword? (Shield) How can he be by using the shield? (Unharmmed)</p> <p>CCQ – • Is it possible to be unharmmed with caution? (Yes)</p> <p>• Can people be unharmmed when ankle broken? (No)</p> <p>Drill – listen and repeat 3 times together. (Gesture.)</p> <p>Nominate 2 or 3 individually.</p> <p>Board – Write Unharmmed on the left of the board.</p> <p>How many syllables? (2) Mark with a blue pen.</p> <p>Where is the stress? (2st) Mark with a red pen.</p> <p>Guiding Question</p> <p>Do you have experience in traumatic accident? Please talk about your experience and the way how you get over that.</p> <p>E.g., Students discuss their experience together. Monitoring them in the distance.</p> <p>Feedback. Nominate a few students to share their ideas. (Optional.)</p>
2 min	S-S	
30 sec	T-S	

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: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
30 sec	T	<p>Instructions.</p> <p>Now I will hand out the advertisement of one car brand. In the advertisement, you can see the user's experience in special situation. Please read quickly and answer the question in exercise A until I say stop. Hand out worksheets.</p> <p>I.C.Q.</p> <p>1) Do you read in normal speed? (No)</p> <p>2) Do you do Exercise B now? (No)</p>
2 min	S	<p>Students read the whole text for the 1st time, and write answers of questions in exercise A.</p> <p>Ok everyone stops and check your answers together.</p>
30 sec	S-S	Pair check.
1 min	T-S	Feedback to check accuracy.

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: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure

30 sec	T	Instructions. Now please read worksheet one more time with attention then before and answer the question in exercise B I.C.Q. 1) Do you read like before? (No) 2) Do you do Exercise B now? (Yes)
3 min	S	Students read for the 2nd time. Students write their answers down. Ok everyone stops and check your answer together.
1 min	S-S	Pair check. Monitor.
2 min	T-S	Feedback to check accuracy.

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: List all materials that will be needed in this stage.		
Timing	Interaction	Procedure
1 min	T	Instructions. For car advertisement, which function is also appropriate to review besides safety features and what is the effective way of review for that function? Talk together about this.
5 min	S-S	Students discuss.
1 min	T-S	Feedback. Students share their ideas with the class.

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: 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. Set homework. For homework, write essay about your weakness in reading ability and way to improve that Inform students about the topic for the next lesson. Next class, we will keep learning reading by using high level worksheet than today. Don't be late.

Instructor's Comments and Assessment

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