

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Tina	223WD	11/08/2021	Reading	PPP	30min

Lesson	
Topic	'Horrible Hundred' Report Uncovers Problem Puppy Mill Breeders.
Main Aim	Students practice their reading comprehension.
Secondary Aim	Students practice their speaking fluency.

Materials and References
Reading materials

Student Profile			
Level	Upper intermediate		
Age	Adults	Number of Students	3
Detail	The students are all Koreans, but they can easily understand the structure of the passage and the main idea. Also, they are trained to read authentic reading materials, such as news related only with general knowledge.		

Anticipated Difficulties and their Solutions:
Difficulty: Students get afraid because of the length of the passage.
Solution: Setting simple questions so that students can get confidence which will also affect the following classes.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to write out a complete and detailed reading lesson plan, which will help the lesson go in a smooth flow.

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:		
Timing	Interaction	Procedure
30 sec	T	Greet. Instructions. " Hello, guys. Have you ever had pets? How was it? If you don't have the experience, what kind of pet do you want to have? Please share your opinions with your group."
2 min	S-S	Brainstorm/talk to the group.
30 sec	T-S	Feedback. Nominate a student and ask him/her to share the idea.

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:		
Timing	Interaction	Procedure
2 min	T-S	<p>Pre-teach keywords: breeder; inspect</p> <p>Elicit – Look at this picture, who is this person? (Breeder)</p> <p>CCQ – Does this person keep animals for a particular purpose? (Yes.) Does this person seem to do this only once or many times? (Many times.)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.) Nominate all of 3 individually.</p> <p>Board – Write breeder on the left of the board. How many syllables? (2) Mark with a blue pen. Where is the stress? (1st) Mark with red pen. What kind of word is it? (Noun) Mark with a green pen.</p> <p>Elicit – Look at this guy, what is he doing? (inspect)</p> <p>CCQ – Is he fixing something? (No.) Is he trying to find out something wrong? (Yes.) Is he doing very carefully or roughly? (Carefully.)</p> <p>Drill – Listen and repeat 3 times together. (Gesture.) Nominate all of 3 individually. Board – Write inspect on the board. How many syllables? (2) Mark with a blue pen. Where is the stress? (2nd) Mark with red pen. What kind of word is it? (Verb) Mark with a green pen.</p>
10 sec	T	Guiding Question
1 min	S-S	
50 sec	T-S	

		<p>Talk to your group. Where do people usually get their pets?</p> <p>Students discuss with their group.</p> <p>Feedback. Nominate some students to share their ideas.</p>
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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: Reading material, worksheet		
Timing	Interaction	Procedure
30 sec	T	Instructions. Set the purpose for reading. Hand out worksheets. Hold up the reading material and the worksheet. After reading this news, please quickly do Exercise A. I will give you 2 minutes. Do we need to do Exercise B? (No.)
2 min	S	Students read the whole text for the 1st time, and do Exercise A. Pair check. Please compare your answer with your group. Feedback to check accuracy. Ask students for answer, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer? How did you find the answer?
1 min	S-S	
1 min	T-S	

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: Reading material, worksheet		
Timing	Interaction	Procedure
30 sec	T	Instructions. Set the purpose for reading. Now, read this again, and please do Exercise B. I will give you 4 minutes.
4 min	S	Students read for the 2nd time. Students write their answers down. Pair check. Please share your answer with your group. Feedback to check accuracy. Ask students for answer, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer? How did you find the answer?
1 min	S-S	
2 min	T-S	

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:		
Timing	Interaction	Procedure
30sec	T	Instructions. Give students a question to discuss in pairs or groups. Do you agree or disagree with zoos? Please discuss your partners. I will give you 5minutes. **Back up question: What do you think about pet tax? **
7 min	S-S	Students discuss.
2 min	T-S	Feedback. Students share their ideas with the class. (Optional.)

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:		
Timing	Interaction	Procedure
1 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, please summarize this article in 200 words. And it is due to next class. Inform students about the topic for the next lesson.

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		

'Horrible Hundred' Report Uncovers Problem Puppy Mill Breeders

There was a breeder in Ohio who performed DIY dental work on a dog instead of taking her to a vet. She didn't survive.¹ Inspectors in Missouri found dogs in rundown cages where one dog was sticking their head through a rusty hole. And in Kansas, a kennel owner had more than 400 dogs on her property along with a trough full of feces spilling out on the ground.¹ These are just a few of the examples highlighted in the newly released Horrible Hundred 2021 report from the Humane Society of the United States (HSUS).¹ The report lists some of the problem puppy sellers throughout the country. And although the stories are shocking, the list does not purport to be the "worst" breeders or puppy mills.



What is a Puppy Mill?

A puppy mill is a dog-breeding facility with the primary goal of making money. To maximize profits, some breeders make dogs suffer in deplorable conditions.

"It's not surprising that people would think these are the worst because the Horrible Hundred is filled with horrific stories," John Goodwin, senior director of the Humane Society of the United States' Stop Puppy Mills campaign, tells Tree hugger.

"We're only able to document where there is some sort of documentation about what is going on, when some agency is going in and reporting things," he says. "That means there are other puppy mills where no one is documenting anything and things could be worse than this."

There are approximately 10,000 puppy mills in the country, according to the HSUS.

But many puppy mills aren't licensed or inspected at all. They often have unsanitary and unsafe conditions, tight living situations where they can barely move in cages, little protection from heat or cold, and sometimes limited veterinary care.

Puppy breeding facilities are supposed to be inspected by the U.S. Department of Agriculture. But enforcement and inspections declined sharply during the last administration, says Goodwin with two-thirds fewer citations.

The pandemic also became a double-edged sword. There were even fewer inspections performed during the lockdown. However, more people were interested in fostering, adopting, and buying pets. So breeders ramped up production with even less oversight, Goodwin says.

The State-to-State Difference

According to the report's findings, Missouri has the greatest number of puppy mills for the ninth year in a row with 21 places on the list.¹ It's followed by Ohio (16), Iowa (11), and Nebraska and Pennsylvania (eight each).

These numbers can be somewhat misleading, Goodwin points out. Some states with few or no puppy mills or the list don't share inspection records with the public or they don't enforce their inspection laws. States that have transparent inspection programs, or that do a better job of enforcing inspection laws, may have more dealers in the report just because they have more records available.

"Some of the worst puppy mills are believed to be in Arkansas but they only have two dealers on the list," Goodwin says. That's because they don't inspect facilities. Ohio, on the other hand, has more robust laws and makes records available and that's why 16 dealers showed up on the list.

There are two purposes for the list publication: public awareness and making change. About a dozen dealers in last year's report were either sued by the attorney general in their state, shut down, or otherwise sanctioned, Goodwin says.

Puppy mill puppies typically end up being sold in pet stores or via ads on the internet. More than 300 cities and counties throughout the U.S. have passed laws banning pet stores from selling puppies (and sometimes kittens and bunnies). California passed statewide legislation in 2017 and Maryland doing the same in 2018. The New York State Senate passed a bill last week banning pet shops from selling dogs, cats, and rabbits. The bill now must be approved in the Assembly.

To make sure you aren't getting a pet from a puppy mill, the HSUS recommends adopting from a shelter or rescue. If you want a purebred dog from a breeder, Goodwin says be sure to meet the breeder, meet the mother dog, and be sure to see where the mother dog lives. Don't agree to meet in a parking lot somewhere.

"That's the only way you know you're not dealing with a puppy mill," he says. "And never buy a puppy from a pet store or over the internet sight unseen."

Worksheet

[Exercise A]

Read the passage and answer the questions below. (2min)

- 1) How many dogs are found in Kansas? (400)
- 2) Is puppy mill a dog-breeding facility with the primary goal of making money? (Y)
- 3) Which state does have more robust laws and makes records available? (Ohio)
- 4) To make sure you aren't getting a pet from a puppy mill, what does the HSUS recommend?(Adopting from a shelter /rescue.)

[Exercise B]

Read the passage again, answer the question below. (4min)

- 1) Why did the writer write about the state-to-state difference?
(To criticize some states that are not doing well; To emphasize/support the importance of making related laws; To make the readers be aware of the difference and the seriousness of the situation)

