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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Sung | WD223 | 2021/08/11 | Reading | PPP | 30min |

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| **Lesson** | |
| **Topic** | Vaccination (WHO call on wealthier countries to donate vaccines) |
| **Main Aim** | Ss practice their reading comprehension. |
| **Secondary Aim** | Ss practice their speaking fluency. |

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| **Materials and References** |
| pictures and worksheets |

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| **Student Profile** | | | |
| **Level** | advanced | | |
| **Age** | adults | **Number of Students** | 3 |
| **Detail** | students've been directly affected by COVID, | | |

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| **Anticipated Difficulties and their Solutions:** |
| the guiding question is pretty much relying on students' knowledge. |

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| **My Personal Aim** |
| Time managing, proper feedbacks |

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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 sec  2 min  30 min  30 sec | T  S-S  T-S | Greet.  Hello guys, have you booked for vaccinations? S: yes?? no?  i was able to book for vaccinations yesterday  well, but you know since mankind invented vaccines, COVID has mutated itself  and it's still questionable whether we can get free from COVID  today's topic is pretty heavy  talk to your partners about how your life has changed since the outbreak of COVID  Students talk  ask a student to talk about the topic. Feedback . |

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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:** pictures, charts | | |
| **Timing** | **Interaction** | **Procedure** |
| 1.2 min  1.2 min  1.2 min  20 sec  3 min  40 sec | T-S  T  S-S  T-S | **Pre-teach keywords**  Vaccinate  Elicit -  what is this(shot, vaccine)? (what is in the shot?) what is she doing? she is giving a vaccine  can you tell me another experession for that? you can say she is vaccinating a woman.  CCQ -  are you sick when you are vaccinated? no, do you get vaccinated to prevent a disease? yes  if you don't wanna get covid19, then you should ...?  Drill-  Please listen once care fully and repeat 4times out loud  Board-  what type of word is it? How many syllable? where is the stress?  Booster  Elicit-  when do you eat chocolate? how do you feel when you eat chocolate? chocolate makes you feel better? then you can say chocolate is a mood something?? what is it? it starts with b and it's a noun  chocolate is a mood booster. here booster means something that helps someone or something to improve or increase  ccq  if you think that you need to increase the effect of a vaccine you are given, you need to get a...?? what do you need to get?  Variant  Elicit-  how can you call the form of these white tigers? this is a noun, and starts with v  we can call them variants, they are different from the usual form.  CCQ  is this in the normal shape? no, is this different from the usual form? yes  when the first humans emerged in Africa, what were they? they were? variants  **Guiding Question**  This is a chart showing each country's vaccination rate.  as you see Korea's rate is pretty low  the guiding question is 'what do you think is the reason why Korea's COVID 19 vaccination rate is so low?'  talk to your partners  students talk  ask a student to talk about the topic, feedback. |

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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: worksheets** | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | **Instructions. please skim the text, you don't need to read carefully and find answers as fast as possible. when you find the answers, just hightlight the answers.**  **do you have to read carefully? (no) (great)**  **Hand out worksheets.**  **Students read the whole text for the 1st time, and write answers on the worksheet.**  **Pair check. monitor**  **ask each student to tell an answer. 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:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec  4 min  1 min  2 min | T  S  S-S  T-S | **Instructions. this time read carefully once again and answer the question.**  **Students read for the 2nd time. Students write their answers down.**  **Pair check. Monitor.**  **ask students to tell their opinion. Feedback to check accuracy. (if the student misses something, entice the students into the missing answer)** |

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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:** ppt | | |
| **Timing** | **Interaction** | **Procedure** |
| 10 sec  5 min  1 min | T  S-S  T-S | **Instructions.**  **"do wealthier countries have to donate vaccines to low income countries by postponing booster**  **vaccines?" please determine if you are YES or NO and disscuss the topic**  **Students discuss. the teacher monitors**  **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 READINING stage. | | |
| **Materials:** | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min | T | lastly i wanna say that even though we don't know when the end of the pendemic will come. let's not lose hope, and keep on studying English.  guys, our homework this tims is to write an essay on what you want to do after the end of the pendemic. minimum 400words. |

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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** |  |  |

**EXERCISE A**

**read this text and answer the questions. you can highlight the answers on the text.**

**1. what has WHO called for?**

**2. what are the concerns that all goverments have?**

**3. which countries can WHO not accept?**

**4. Are a number of countries planning to vaccinate children and teenagers even if WHO urges them to supply more vaccines to low income countries?**

**EXCERCISE B**

**Why do low-income countries fall behind with vaccination?**



