Background Information Sheet

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| 김성은 (Lily) | TESOL | 09/25/2021 | Reading | PPP | 30min |

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| **Lesson** | |
| **Topic** | Sports in the mountain |
| **Main Aim** | Students practice their reading comprehension. |
| **Secondary Aim** | Students practice their speaking fluency. |

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| **Materials and References** |
| Reading material and worksheet |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 1 |
| **Detail** | She is very passionate about learning English. She is pretty good at reading but sometimes she reads slower to figure out the meaning of the word by herself. Teacher needs to teach some key words before lesson start to have a smooth reading lesson. She also needs to practice her speaking fluency. | | |

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| **Anticipated Difficulties and their Solutions:** |
| Student may find it difficult to find out the meaning of the words. Try to elicit the meaning of the word from student. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to teach student a good reading lesson based on my lesson plan so that student can understand the reading material fully. |

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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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  T-S  T-S | “Hello Judy! Have you ever gone hiking? How was it? Where did you go? Who did you go with?  If you don’t have the experience, what will you prepare before you go hiking and why?  Please talk freely.”  Share her experience or ideas. Use scaffolding technique while listening to the student.  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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 3 min  15 sec  2 min  45 sec | T-S  T  T-S  T-S | **Pre-teach keywords: rambling, stranded**  Elicit – “What is she doing?” (walking) “What is she surrounded by?” (nature)  “Walking in the nature is called?” (rambling)  CCQ – “What do you see when you rambling?” (Nature)  Drill – “Judy, listen and repeat 3 times. ‘rambling’x3.”  Nominate student for individual drilling. (Gesture)  Board – “How many syllables?” (2, ram/bling, use blue pen)  “Which words are stressed?” (ram, use red pen)  “What kind of word is it?” (Noun, use green pen)  Elicit – “What is an example of dangerous situation while climbing?” (Fall down, isolated)  “Falling down and isolated on the mountain is called?” (stranded)  CCQ – “Is being stranded dangerous?” (Yes)  “When someone got stranded, is that person needs help? (Yes)  Drill – “Judy, listen and repeat 3 times. ‘stranded’x3.”  Nominate student for individual drilling. (Gesture)  Board – “How many syllables?” (2, strand/ed, use blue pen)  “Which words are stressed?” (strand, use red pen)  “What kind of word is it?” (adjective, use green pen)    “What do we need to prevent being stranded? Please share your idea.”    Student shares idea. Use scaffolding technique while listening to the student.  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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  3  min  30 sec | T  S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  Hold up the reading material and the worksheet.  “Judy, now it is time for you to read. Today’s reading is about sports in the mountain. Read quickly and answer exercise A. It has 6 questions and you have 3 min.”  “Do you need to do exercise B? (No)  **Student read the whole text for the 1st time, and write answers on the worksheet.**  **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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 30 sec  5 min  30 sec | T  S  T-S | **Instructions. Set the purpose for reading. Hand out worksheets.**  Hold up the worksheet.  “Judy, please turn over your worksheet to exercise B. It has 2 questions.  You have 5 min.”  “How many times you got?” (5 min)  **Students read for the 2nd time. Students write their answers down.**  **Feedback to check accuracy.** |

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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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 1 min  8 min  15 sec | T  S  T-S | **Instructions. Give students a question to discuss.**  “Judy, now it’s our speaking time. I will give you topic related questions and you talk freely.”  “Why do people continue to do sports if they can be dangerous?”  “How can you protect yourself while doing an extreme sport?”  “Will you join extreme sports in the future? Why?”  **Students discuss.**  **Feedback.**  “Good Judy! It was very interesting to hear your thoughts of extreme sports.” |

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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:** List all materials that will be needed in this stage. | | |
| **Timing** | **Interaction** | **Procedure** |
| 1:45  min | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  “Judy, you did a good job on the worksheet today. And your speaking was also very good!”  **Offer delayed corrections to the previous stage.**  “Judy, do you have any questions?”  **Set homework.**  “Judy, you have homework for tonight. Write a letter to rock climbers and tell them how they can stay safe. Bring your homework tomorrow.”  **Inform students about the topic for the next lesson.**  “Judy, we will learn history of language next time.” |

**Worksheet**

**Exercise A (3 min)**

1. **Why are hikers go on rambles?**
2. **What can hikers look at while they are rambling?**
3. **What are some advantages of hiking? Write down at least 4.**

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1. **What are the 2 things that climbers use to climb?**

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1. **What catches climbers if they fall?**
2. **What are the 3 things that climbers need to wear?**

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**Worksheet**

**Exercise B (5 min)**

1. **What are the commons and differences of rambling and climbing?**

**(Read texts and see the pictures to find some clues.)**

**\*Commons (at least 2) :**

**\*Differences (at least 3 each) :**

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| **Rambling** | **Climbing** |
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1. **Which one is more extreme, rambling or climbing? Write down your answer and why.**

**Answer sheet**

**Exercise A**

1. **Why are hikers go on rambles?**

(To be with nature)

1. **What can hikers look at while they are rambling?**

(Many kinds of plants and animals)

1. **What are some advantages of hiking? Write down at least 4.**

**-** (Good sport for getting exercise)

**-** (Not a lot of fees you have to pay)

**-** (Have freedom to go many places)

**-** (Hike alone or in groups)

- (Always stay on the hiking trail so they will not get lost)

1. **What are the 2 things that climbers use to climb?**

- (Hands)

- (Feet)

1. **What catches climbers if they fall?**

(Rope)

1. **What are the 3 things that climbers need to wear?**

- (Helmets)

- (Boots)

- (Gloves)

**Answer sheet**

**Exercise B**

1. **What are the commons and differences of rambling and climbing?**

**(Read texts and see the pictures to find some clues.)**

**\*Commons (at least 2) :** (Sports in the mountain, Wearing helmet, Going up to the mountain)

**\*Differences (at least 3 each) :**

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| **Rambling** | **Climbing** |
| * Good for getting exercise * More nature focused * Always have hiking trail * Have freedom * May pause to be with nature * Don’t need rope | * Need to exercise to do * Less nature focused * Doesn’t have climbing trail * Doesn’t have freedom * Can’t really pause to be with nature * Must have rope, boots and gloves |

1. **Which one is more extreme, rambling or climbing? Write down your answer and why.**

(Climbing is more extreme because rock climber can be stranded without a rope, that would be awful. It also needs more things to wear and carry than rambling. Moreover, climbing is surrounded by rock when rambling is surrounded by nature such as plants and animals.)

**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** |  |  |