

Background Information Sheet

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Name	Class	Date	Lesson Type	Plan type	Length								
Lim Elizabeth Jung	TESOL 208WD	06/10/2020	Listening	PPP	25 min								
Lesson													
Topic	Game of chores												
Main Aim	Students will practice their listening comprehension using a poem.												
Secondary Aim	Students will practice memorizing the poem.												
Materials and References													
https://learnenglishkids.britishcouncil.org/poems/game-chores ; worksheet; board pens; PC and Audio equipment.													
Student Profile													
Level	Low Intermediate												
Age	5~6	Number of Students	6										
Detail	This is a general English class and students are highly motivated learners. The students are all Koreans and enjoy rhythmic poem. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in Rhythmic learning and tend to favor the kinesthetic learner mode.												
Anticipated Classroom Management Difficulties and their Solutions													
<p>The audio equipment could fail -> bring a set of portable speakers to use with a smartphone; bring hard copies of the screen.</p> <p>Student could not listen -> check for any distractions; solve the problem directly or do an icebreaker.</p>													
My Personal Aim													
To check if I can teach the students well with a detailed lesson plan.													

Stage Name: Lead-in Purpose of this stage: To relax both the students and the teacher; to increase student talk through the sharing of ideas or experience; to introduce the topic, or something topic-related.		
Materials: PPT1		
Time	Interaction	Procedure
30 sec	T	<p><Greet. Instructions.></p> <p>Organize seating arrangements so everyone has a partner, with 3 pairs sitting, and all can easily see the screen. Show the screen.</p> <p>Hello everyone, look at this poem and picture. Talk to your partner about the poem. For example, her appearance, what does she do.</p> <p>Doing chores can be a game! Listen to this poem about having fun helping at home.</p> <p>Gesture for students to begin talking to their partners.</p>
2 min	S-S	<p><Brainstorm/talk to a partner.></p> <p>Students talk to their partners. Monitor for any use of key words.</p>
30 sec	T-S	<p><Feedback if appropriate.></p> <p>Gesture to a few groups and ask – “Tell me about your ideas”</p>

Stage Name: Presentation		
Purpose of this stage: To offer any needed help which students may need in order to comprehend the text more easily. This includes teaching from 1 to 2 key words using the CCC techniques and asking a guiding question which will allow students the opportunity to think of and share ideas they are likely to encounter when listening. This encourages the use of their schema when comprehending a text.		
Materials:		
Time	Interaction	Procedure
2 min	T-S	Pre-teach keywords: Elicit – elicit/mime Point to the screen. What does she do? CCQ – check students properly understand the content Is toilet cleaning our favorite thing to do? How many points can you earn for cleaning mum’s car? Drill – choral and individual drilling for correct pronunciation : tidy up / chores / score Board – highlight special areas of pronunciation How many syllables are in chores? (1) Mark with a blue pen. Where is the stress? (1 st) Mark with a red pen.
10 sec	T	Guiding Question Talk to your partner. - Is earning points fun? - Is it better to earn more points?
1 min	S-S	Students discuss the question with a partner.
50 sec	T-S	Feedback. Nominate a few students to share their ideas, if necessary.

Stage Name: Practice - Literal Comprehension Listening Purpose of this stage: For students to listen for the first time in order to get the facts. This may include the overall idea or topic of the text; to notice what the speaker is doing and perhaps why. The responses are short and simple. This is an accuracy focused stage.		
Materials:		
Time	Interaction	Procedure
30 sec	T	Instructions. Set the purpose for listening. Hand out worksheets. Hold up the worksheet. Now it's time to listen to the poem. When you catch the answer, write it down next to the question. I. C. Q. – Do you need to write your answer? (Yes) Do you have a pen or pencil ready? (Yes) Read each question aloud for the students. Hand out the work sheet.
2 min	S	Students listen for the 1st time and write answers on the worksheet.
1 min	S-S	Pair check. Compare your answers with your partner. Monitor.
1 min	T-S	Feedback to check accuracy. Ask students for the answers, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer? How do you know how many total points could be earned?

Stage Name: Practice - Interpretive Comprehension Listening

Purpose of this stage: Students listen a second time, more carefully, to infer or interpret meaning of the literal facts. This is still an accuracy focused stage – answers need to be checked for accuracy. Students are required to think about the why in order to support their answers. They may need to focus on things like the overall situation, tone of voice, multiple pieces of information, or a single statement to explain the unspoken, intended meaning.

Materials:

Time	Interaction	Procedure
30 sec	T	Instructions. Set the purpose for listening. Hand out worksheets. Listen again. These questions are more difficult, but if you listen carefully and think about what you know, you can find the answers. Write your answers next to the questions. I will give you time afterwards to think and write. I. C. Q. - Do you need to rush to answer these questions? (No, we will have time afterwards to write.) Read the questions aloud for the students.
3 min	S	Students listen for the 2nd time and write their answers.
1 min	S-S	Pair check. Monitor. If students need, then replay the audio a 3rd time.
2 min	T-S	Feedback to check accuracy.

Stage Name: Production - Applied Comprehension Speaking Purpose of this stage: For students to practice their speaking fluency. Therefore, this stage should be no less than 5 minutes to allow students to practice. Give them a few questions to help them communicate without intervention from the teacher. This is a fluency focused stage.		
Materials:		
Time	Interaction	Procedure
1 min	T	Instructions. Give students a question to discuss in pairs or groups. Make 3 groups of 2 students. Wait for students to move. Now, turn over your worksheets. Talk to your partner about any of these questions. You should talk freely and remember to listen and ask questions to your partner. You should try to memorize any 4 lines of the poem and help each other. You have 6 minutes. I. C. Q. – Do you need to write anything? (No.) Should you try to memorize the whole poem? (No.)
6 min	S-S	Students discuss and memorize.
1 min	T-S	Feedback. Students share their ideas with the class.

Stage Name: Wrap-up Purpose of this stage: To end the lesson on a positive note. This will give students a sense of accomplishment, encourage students to continue progressing, and realize how to improve in the future. A teacher may also get valuable feedback from students regarding the activities used in the lesson.		
Materials:		
Time	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, find your own favorite chore at home. Create a 4-line poem about your favorite chore. It is due tomorrow. I will text the homework in the class chatroom. Inform students about the topic for the next lesson. Tomorrow we will do a class presentation with the poems you wrote! Dismissed.

Worksheet – Game of Chores

Exercise One: Listen and write the answer next to the question.

- a) What can you earn from household chores?
- b) How many points can you get with toilet cleaning?
- c) Can you get any points if you walk the dog?

Exercise Two: Listen carefully, think, and write your answer next to the question.

- a) Why is cleaning the toilet worth the highest number of points?
- b) Why did the mom make a game out of doing chores?
- c) How many total points can you earn if you do all the chores?

Exercise Three: Talk to your partner freely about any of the questions below. No writing!

- a) Do you think this game is practical?
- b) If you have had an experience like Game of chores, what did you earn?



Game of chores

At home we always play a game
When it's time to tidy up
We score some points for household chores
And win the housework cup!

Dust the shelves to get one point
One more to sweep the floor
And if you vacuum all the rugs
Then you'll get two points more.

In the bathroom, one point each
To clean the shower and sink
The toilet is the one we hate
So that's five points, I think!

We lay the table for one point
And cook some food for two
And if you do the washing-up
Here's three more points for you.

Some extra chores can win two points
Like if you clean Mum's car
And also if you walk the dog
And take it very far.

So that's my game, now ask yourself
(If you want to play)
How many points could *you* score
If you tidied up today?

Answer Sheet – Game of Chores

Exercise One: Listen and write the answer next to the question.

- a) What can you earn from household chores? -> Points
- b) How many points can you get with toilet cleaning? -> 5 points
- c) Can you get any points if you walk the dog? -> Yes, we can get 2 points

Exercise Two: Listen carefully, think, and write your answer next to the question.

- a) Why is cleaning the toilet worth the highest number of points?
-> Because we hate cleaning the toilet the most.
- b) Why did the mom make a game out of doing chores?
-> Because she wants to make it fun and encourage us to clean up.
- c) How many total points can you earn if you do all the chores?
-> We can earn 21 points total.

Exercise Three: Talk to your partner freely about any of the questions below. No writing!

- a) Do you think this game is practical?
- b) If you have had an experience like Game of chores, what did you earn?

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		