

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Minji Kim	208 WD	28.6.2020	Reading	PPP	25 min

Lesson	
<b>Topic</b>	As a mother.
<b>Main Aim</b>	Students practice their reading comprehension.
<b>Secondary Aim</b>	Students practice their speaking fluency.

Materials and References
Reading passage <Robot Mothers> Board and markers Worksheets Prepared PPT

Student Profile			
<b>Level</b>	Lower intermediate		
<b>Age</b>	Adults	<b>Number of Students</b>	
<b>Detail</b>	The teacher knows individual learner differences for each student. Students are all Korean and have learned the basic English. They are all motivated and happy to share their thoughts and experiences.		

Anticipated Difficulties and their Solutions:
1. Time management could be difficult. Students' reading could take longer than I planned. → Even if Students can't finish their reading on planned time, move on to the next page. 2. PPT could not work. → Try to set the PPT before the lesson. In case, prepare drawing.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to teach reading as an involver type teacher. Moreover, by making detailed and accurate lesson plan, I will try to manage the time correctly.

<b>Stage Name:</b> Lead-in		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> Prepared PPT		
Timing	Interaction	Procedure
30 sec	T	"Hello everyone."
1 min	T-S	Point PPT p.1 "What's their relationship?" (Family!) Point the mother bear. "Who is this?" (Mom! Mother!)  "Right! Then, what are the roles of mother? Discuss with your partner for two minutes."
2 min	S-S	Students talk to their partner. Monitor for any use of keyword.
30 sec	T-S	Feedback if appropriate.

<b>Stage Name:</b> Presentation		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> Prepared PPT, board and markers		
Timing	Interaction	Procedure
2 min	T-S	<b>Household chores</b> Show PPT p.2 "What is the person doing? (Vacuuming!) Show PPT p.3 "Then how about this? (Laundry.) Show PPT p.4 "And this?" (Washing dishes!)  "Correct! How is the word that can describe all these?" (Chores! Household chores!) "Right! Household chores!  Does it happen in home?" (Yes.) "Is it a routine task?" (Yes.)  "Repeat after me three times. Household chore." Nominate few students.  Write 'household chore' on the board. Highlight special areas of pronunciation <b>House/hold/ chore/</b>

1 min	T-S	<b>Robot</b> Show PPT p.5 “What do we call these?” (Robot!)  “Correct. Is it a machine?” (Yes.) “Does it used to make human life easier?” (Yes.)  “Repeat after me three times. Robot.” Nominate few students.  Write ‘Robot’ on the board. Highlight special areas of pronunciation <b>Ro</b> /bot/
10 sec	T	“What are the things that robot can replace or help in our life. Discuss with your partner.”
1 min	S-S	Students talk to their partner. Monitor.
50 sec	T-S	Feedback. Nominate a few students to share their ideas.

<b>Stage Name:</b> Practice – Literal Comprehension <b>Purpose of this stage:</b> is to get students to practice reading for literal detail. They will also practice fast reading (skimming and scanning).		
<b>Materials:</b> Reading passage, Worksheet		
Timing	Interaction	Procedure
30 sec	T	“Now, you are going to read this passage, and fill in this worksheet, but only the first page.  “Are you doing everything?” (No.) “So, just the first page?” (Yes.)
2 min	S	Students read the whole text for the 1 <sup>st</sup> time, and write answers on the worksheet.
10 sec	T	“Now, you are going to do a pair check.”
1 min	S-S	Students check their answers with partner.
1 min	T-S	Feedback to check accuracy.

<b>Stage Name:</b> Practice – Interpretive Comprehension		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> Reading passage, Worksheet		
Timing	Interaction	Procedure
30 sec	T	"This time, you are going to work on the next page. Read the passage carefully again and answer the question."
2 min	S	Students read for the 2 <sup>nd</sup> time. Students write their answers down.
10 sec	T	"Now, you are going to do a pair check."
1 min	S-S	Pair check. Monitor.
2 min	T-S	Feedback to check accuracy.

<b>Stage Name:</b> Production - Applied Comprehension		
<b>Purpose of this stage:</b> is for students to practice their speaking fluency and is related to the lesson topic.		
<b>Materials:</b> Prepared PPT.		
Timing	Interaction	Procedure
1 min	T	"We read a text about robot mothers. Show PPT p.5  Do you think robot can replace a mother? What are the things that only real human mom can do? Discuss with your partner."
6 min	S-S	Students discuss. Monitor.
3 min	T-S	Students share their ideas with the class.

<b>Stage Name:</b> Wrap-up		
<b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress.		
<b>Materials:</b> -		
Timing	Interaction	Procedure
2 min	T	"Great job everyone today. It was nice to talk about roles of mother.  Offer delayed corrections to the previous stage. (if needed)  "Next class, we are going to learn about 'how robots affect the world. Find some changes that robots made."

## Instructor's Comments and Assessment

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

**Name:**

### **<Robot Mothers>**

Being a mother is difficult. Mothers take care of children and do housework every day, even on the weekends. Many mothers also work or attend school. When mothers are at school or work, they often leave their children with a babysitter. Unfortunately, babysitters are expensive and sometimes they aren't nice to the children.

It would be nice if someday every family owned a robot to help take care of the children. Then being a mother would be easier. Maybe the robot could help with the household chores like cooking, vacuuming, and washing clothes.

### **Worksheet 1**

1. When mothers are busy with other jobs, who takes care of the children?
2. What are two negative things about babysitter?
  - a)
  - b)
3. What is the purpose of a robot in the passage?
4. Will owning a robot make being a mother easier?

## Worksheet 2

1. What is the author trying to say in the sentence, "babysitters are expensive and sometimes they aren't nice to the children."?

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### Worksheet 1

1. Babysitter
2. a) expensive  
b) sometimes they aren't nice to the children
3. to help take care of the children.
4. Yes.

### Worksheet 2

1. So, it is not recommended to use babysitters, and another solution is needed to help mothers.



