

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Alicia	TESOL	28/10/2020	Reading	PPP	30 min

Lesson	
Topic	Happy memory with Dad
Main Aim	Students practice their reading comprehension.
Secondary Aim	Students practice their speaking fluency.

Materials and References
PPT; PC; Board and colored markers; worksheet; writing material.

Student Profile			
Level	Advanced		
Age	Adult	Number of Students	3
Detail	This is a general English class and students are highly motivated learners. The students are all Koreans. They are accustomed to group work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic and visual learning, and tend to favor the visual learner mode, but auditory learning still needs developing. There is a very strong rapport among the students.		

Anticipated Difficulties and their Solutions:
<ul style="list-style-type: none"> ✓ Students can feel uncomfortable talking about family. → Check if they have family problems, and create questions that are not serious. ✓ The audio equipment could fail → Print A4 size pictures of the PPT. ✓ Desk arrangement: far to discuss → Make students sit closer and see each other. ✓ Nervousness at the start of the lesson. → Do stretching before starting class; rehearse the lesson plan; try not to memorize. ✓ Time management → Set stopwatch and make sure to press the start button. Check the time when students discuss. ✓ Students can finish discussions faster than I expected → Prepare one more Applied Question.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to give students good instructions.

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: PPT; PC.		
Timing	Interaction	Procedure
30 sec	T	Good morning, guys. Can you sit here? (Student moves to the seat I pointed to.) Look at this picture. Show PPT(slide 1). What are they doing? (dancing/ playing together.) How do they look? (looks happy.) Now, talk to your partners about the happy moments with your dad or mom you miss. You have 2 minutes. Gesture to begin
2 min	S-S	Students discuss with their partners.
1 min	T-S	Feedback if appropriate. What is the most impressive moment of your partners? Nominate students to share their ideas.

Stage Name: Presentation		
Purpose of this stage: To pre-teach keywords if necessary, and answer a guiding question (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: PPT; PC; Board and colored markers.		
Timing	Interaction	Procedure
4 min	T-S	Pre-teach keywords: waltz, romp, battered, cling Elicit Point PPT(slide 2). What are they doing? (dancing) What kind of dancing is it? (waltz) C.C.Q. 1) Is that a fast dance? (No.) 2) Is it a dance in which 2 people hold each other? (Yes.) 3) Do they dance moving around or in one place? (moving around) Drill – Listen. and repeat 3 times. /wɔ:ltz/ Speak aloud only once, conduct the drill chorally 3 times with gestures. Nominate for individual drilling. Board Write “waltz” on the right of the board with a black marker.. What is the type of the word? (noun.) Mark “N.” on the left of the word.

		<p>Elicit</p> <p>Point PPT(slide 3). Look at their face. How do they look? (happy, enjoying) What about sounds? Do you think they are quiet? (No./ They are noisy.) What are they doing? (jumping/ playing) What do you say the action they are doing? (romp) If students cannot answer, say 'romp'.</p> <p>C.C.Q.</p> <ol style="list-style-type: none"> 1) Do they jump, run, or play? (Yes.) 2) Do they look sad? (No.) 3) Do they play noisily or quietly? (noisily.) <p>Drill – Listen. and repeat 3 times. /rɑ:mp/ Speak aloud only once, conduct the drill chorally 3 times with gestures. Nominate for individual drilling.</p> <p>Board</p> <p>Write “romp” on the right of the board with a black marker..</p> <p>What is the type of the word? (verb.) Mark “V.” on the left of the word.</p> <p>Elicit</p> <p>Point PPT(slide 4) How do they look? (old/ dirty) Why do you think these shoes became like this? (It is used a lot.) How do you describe this condition? (damaged/ worn/ battered) If students cannot answer, say battered'.</p> <p>C.C.Q.</p> <ol style="list-style-type: none"> 1) Do they look okay? (No.) 2) Is that because it is used a lot? (Yes.) 3) Does that look old or new? (old) <p>Drill – Listen. and repeat 3 times. /bættəd/ Speak aloud only once, conduct the drill chorally 3 times with gestures. Nominate for individual drilling.</p> <p>Board</p> <p>Write “battered” on the right of the board with a black marker..</p> <p>How many syllables? (2) Mark with a blue marker. [bat/tered]</p> <p>Where is the stress? (1st) Mark with a red marker. [BAT/tered]</p> <p>What is the type of the word? (adjective) Mark “adj” on the left of the word.</p> <p>Elicit</p> <p>Point PPT(slide 5) What is the boy doing? (hanging.) Yes. How is the boy hanging? (tightly/ hardly) What do we say the action the boy is doing? (holding tightly...?/ cling) If students cannot answer, say 'cling'</p> <p>C.C.Q.</p> <ol style="list-style-type: none"> 1) Does he hold onto something or someone tightly? (Yes.) 2) Do you think the boy wants to stop holding it? (No.) <p>Drill – Listen. and repeat 3 times. /klɪŋ/ Speak aloud only once, conduct the drill chorally 3 times with gestures. Nominate for individual drilling.</p>
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30 sec	T	Board Write “cling” on the right of the board with a black marker.. What is the type of the word? (verb.) Mark “V.” on the left of the word. Guiding Question Look at this title. Point PPT(slide) What kind of writing do you think this is? and What do you think this writing is about? Discuss with your partners. You have 2 minutes. Gesture to begin
2 min	S-S	Students discuss with their partners. Monitor. Check time.
1 min	T-S	Feedback. What kind of writing do you think this is? (a story/ a poem) What was your expectation about this writing? Nominate a few students to share their ideas.

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 READING stage.		
Materials: worksheet; writing material.		
Timing	Interaction	Procedure
1 min	T	Instructions. Hold up the worksheet. Now, we are going to read a poem titled “My papa’s Waltz”. While you read it, do only exercise A. Write your answers under the question. I want you guys to read as fast as possible. You have only 1 minute. I.C.Q. <ol style="list-style-type: none"> 1) Do you read thoroughly? (No.) 2) Do you write down your answers? (Yes.) 3) Which exercise do you do? (A) 4) How much time? (1 minute.) Read the questions aloud for the students. Hand out the worksheet.
1 min	S	Students read the whole text for the 1st time, and write answers on the worksheet.
1 min	S-S	Pair check. Now, check your answers with your partners. Monitor closely. Check time.
1 min	T-S	Feedback to check accuracy. Do you guys have the same answers? (Yes.) Nominate students to check the answer. If students have wrong answers, correct answers.

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 READING stage.		
Materials: worksheet; writing material.		
Timing	Interaction	Procedure
40 sec	T	Instructions. Now, we will read the poem again and do exercise B. This question is more difficult, but if you read carefully and think about what you know, you can find the answer. Write your answer under the question. You have 3 minutes. I.C.Q. <ol style="list-style-type: none"> 1) Do you read quickly? (No.) 2) Do you write down the answer? (Yes.) 3) How much time? (3 minutes.) Read the question aloud for the students. Hand out worksheets.
3 min	S	Students read for the 2nd time. Students write their answers down.
2 min	S-S	Pair check. Now, check your answer with your partners. If you have a different answer, ask why. Monitor in distance. Check time.
1 min 20 sec	T-S	Feedback to check accuracy. Students share the answer with the whole class. What is dad's job? Nominate students to check their answers. If students answer wrong, ask why they say that. If nobody notices the answer, show the part of clues.

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 READING stage.		
Materials: None.		
Timing	Interaction	Procedure
30 sec	T	Instructions. Talk to your partner about things you want to do with your parents. You don't need to write down. You have 5 minutes to talk. I.C.Q. <ol style="list-style-type: none"> 1) Do you need to write down? (No.) 2) Do you discuss in a group? (Yes.) 3) How much time? (6 minutes.) Gesture to begin.
5 min	S-S	Students discuss in a group. Monitor in distance. Note down some points to share with the class. Check time. If students finish discussing too fast, give a back-up question- Were you good son/ daughter when you were a kid? How was you when you were a child.

1 min	T-S	Feedback. Students share their ideas with the class. Was there anything you wanted to add to your list that your partners mentioned?
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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 READING stage.		
Materials: None.		
Timing	Interaction	Procedure
20 sec	T	Lesson feedback. Tell the class what they did well, and what needs to improve. Everybody did a really good job. Mention things that students did well.
40 sec	T-S	Offer delayed corrections to the previous stage. (optional) I heard someone say ~~. How do we say it in a better way? (students answer)
15 sec	T	Set homework. For homework, read this poem again and write down any questions that you can think of. We will discuss it tomorrow.
15 sec	T	Inform students about the topic for the next lesson. Tomorrow, we will have a speaking class with this poem but from a different point of view. Dismissed.

My Papa's Waltz

Theodore Roethke

The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.

We romped until the pans
Slid from the kitchen shelf;
My mother's countenance
Could not unfrown itself.

The hand that held my wrist
Was battered on one knuckle;
At every step you missed
My right ear scraped a buckle.

You beat time on my head
With a palm caked hard by dirt,
Then waltzed me off to bed
Still clinging to your shirt.

Worksheet - My Papa's Waltz

Exercise A: Read quickly and write the answer under the question.

- 1) Was the waltzing easy?
- 2) Where did they romp to?
- 3) How did dad bet time?
- 4) What was the kid doing when dad took the kid to bed?

Exercise B: Read carefully, think, and write your answer.

- 1) What is dad's job?

Exercise C: Talk to your partner freely about the question below.
No writing!

- 1) Talk about things that you want to do with your parents

Answer Sheet - My Papa's Waltz

Exercise A: Read quickly and write the answer under the question.

- 1) Was the waltzing easy? (not easy)
- 2) Where did they romp to? (the kitchen)
- 3) How did dad beat time? (on kid's head with a palm)
- 4) What was the kid doing when dad took the kid to bed?
(clinging to dad's shirt)

Exercise B: Read carefully, think, and write your answer.

- 1) What is dad's job?

(According to the poem, he's hand was battered and palm was caked hard by dirt. His work is probably hard work and when they work, he would touch a lot of dirt or dust. So his job is a farmer or construction worker.)











My Papa's Waltz

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		