

<b>Date: 8/2/2021</b>	<b>Online learning</b>	<b>Length: 90 mins (1 hour observed)</b>	<b>Teacher: Sonja Wootton</b>	<b>Observer: Nancy Carter</b>
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**Class: Regent**

**Syllabus Fit (why *this* lesson now):**

The students have chosen to do 'English through reading' two afternoons a week. This is their third lesson and I thought it would be useful to look at a poem and to introduce them to strategies they can use to help an understanding of poetry as well as novels, short stories and other written pieces.

I chose the poem "If-" for a number of reasons.:

1. The author has written books such a Jungle book which the students may have heard of.
2. We are going to be looking at advice during this weeks general English class.
3. The author had connections with Sussex.
4. During Britain Today classes we have been discussing equality, diversity and inclusion. Kipling has recently come under fire from students in Britain for being racist, and this will feed into the next Britain Today lesson on Friday.

**Class Profile:**

The class have been together since the beginning of January. The general class level is Upper Intermediate, however, there are 2 students who are of a lower level. Eight of the students will be here until June and one student is unsure at present. Five of the students have been studying together for 3 months on the island of Visingsö in Sweden.

The class is taught online via zoom. This class was initially meant to be taught in the physical classroom and some students travelled to Brighton early in January to participate. However, due to COVID19, Britain went into another lockdown and students have had to rethink their plans. A few have stayed in the country but some decided to go home. There has been a general feeling of anxiety as it is unknown when students will be able to be in the physical classroom and if they should travel or not. This has had an impact on motivation within the class, although there has been a definite positive shift over the last week. I am 1 of 2 teachers who have been teaching the students from the beginning in January.

Student 1 - Iranian Swedish - Upper intermediate

Student 2 - Swedish - upper intermediate - ADHD & Aspergers

Student 3 - Swedish - upper intermediate - ADD, low confidence

Student 4 - originally from Iraq, living in Sweden for about 20 years- intermediate - has been suffering with health issues and has poor attendance

Student 5 - Swedish - upper intermediate - ADHD, very low confidence

Student 6 - Swedish - upper intermediate - anxiety and low confidence

Student 7 - Native tongue is Farsi (now living in Sweden) - low intermediate (possibly lower). Has had some recent family difficulties.

Very poor attendance. Does not like to talk or share views in class. This is partly due to his cultural background (as identified by the student). Does not complete written tasks both in and out of class. The school is looking into the possibility of 1 to 1 or a much smaller class of 2 students to enable better support.

Student 8 - Swedish - upper intermediate - slight speech disorder

Student 9 - Swedish - upper intermediate

### Linguistic Aims and Outcomes

- **Main Linguistic Aims** - By the end of the lesson students will have a better knowledge of the strategies they can use in order to understand poetry
- **Sub Aims** -
- students will practise reading for gist
- students will have a deeper knowledge of a famous British poet and poem.
- Students will have a set of transferable strategies that they can use for reading other materials, such as novels and short stories.

This lesson is the first of two lessons. This lesson is intended to provide the input with the second lesson providing an opportunity for students to create a pictorial image of the poem.

- **Personal Aims** - *I want to work on scaffolding, content feedback and extended wait time. I have decided not to do any direct language error correction during this lesson as I want the focus to be on the meaning of the poem and using the strategies. I will make a note of any errors and focus on them at a later date if I feel it is relevant.*

**Materials:**

google document which will be shared with all students on google class. The document contains the poem “If-“, learning strategies and questions

Google slides presentation

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