**ICE-BREAKER**

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| Title : | | | |
| Title of activity : | | | |
| Age group : 20~30’s | | Number of Students : 8 | Duration : 15 min |
| Before the lesson | I need a pre-plan instructions, Visual Pictures of presentation | | |
| Lead in | Good morning everyone, what do you think these pictures? SS answer,  then I say, it’s ok, this pictures is showing the salary man’s face changed per day of the week, and continuing to ask ‘which face is same as SS individual face'. | | |
| Set up | **(Guiding instruction)** Strategically using prompts, cues, and questions to facilitate students’ increased responsibility for task completion.  It should be almost always done with small, purposeful groups, which are composed based on students’ performance on formative assessments.  **(Eliciting)** Show the visual (the picture which someone is doing presentation) and ask the class, Everyone, what do you think this pictures? SS answer their idea.  After all students answer, I’ll go back to the idea on ‘the presentation’ and present my CCQ.  And say ‘let’s begin the small activity right now’.  **(CCQ)**: Put on the white board the pictures by presentation step.  Make SS pay attention to the game ‘ hi everyone, you got it what these pictures mean?~ continuing to explain how to do activity at this time.  Please write the picture’s number on the paper for matching.  During CCQ, I am acting as using eye-contact, gestures and Kinesthetic-tactics.  **(Demonstration)** I get the sample sentence related in one picture and put on the white board.  **(Instructions)** Okay, class, now I want you to do the activity from now on.  Creation grouping: I say ‘the presentation’s acronym is PT, please follow me, P’ T’ each of them, and then make a team grouping, after grouping, give the 3 minutes discussion time to team.   * **ICQ :**   What are you going to do? = discuss what correct match between pictures and sentences is?  Are you working individually? = No  How much time do you have? = 3 minutes  **Explicit instructions** = please don’t start until come up to you and say begin.  **Explicit ICQ** = are you going to start before I say begin?=No  Go around the class as SS looking at the sentences, confirm with the students by asking how many did each take.  Now, I will demonstrate as matching between one sentence and one myself. | | |
| Run | **(Time management)**  The class now begins discuss with the sentences which I provided just a few minutes ago, and match to the pictures on the white board and write the picture number to the sentence’s right side.  Student performance is carefully monitored.  The teacher uses cues and prompts to scaffold understanding when a student makes an error an does not immediately tell the student the correct answer. | | |
| Close | For this activity, SS were presenting in the Run stage, here in this stage, I pick on two SS sitting, ask to come out and put the sentence papers on the right pictures on the white board. | | |
| Post Activity | **(Error correction)** : I will correct any of the students’ mistakes that I’ve noted and if there are no mistakes, I will have SS unscramble the sentence  as asking SS to recall what they remember about the Presentation’s skill, and get feedback as to whether they felt if it is useful to them, etc. | | |