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| Listening Speaking**Reading**  Grammar Writing |
| **Topic: Black Day** |

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| Instructor:  Sohyun(Sarah) Lee | Level:  Upper Intermediate | Students:  **17** | Length:  **20 Minutes** |

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| **Materials:**   * Visuals * Worksheets (17 pieces) * An article (17 pieces) * Wall Chart: answer of the worksheet, modeling, unscramble word * Blank A4 paper * White board, board markers |

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| **Aims:**   * Main Aim: To enable students to improve their reading skills by letting students read and discuss about Black Day in context to exposing students to understand the article. * Secondary Aim: The students will talk about Black Day by matching words worksheet, reading the article, making questions and thinking about a new special day or holiday. * Personal Aim: I want to chunk out the instructions.   I want to improve my ICQ.  I want to deliver clear explicit ICQ’s.  I want to improve on my demonstration. |

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| **Language Skills:**   * Speaking: Students will talk about questions that they will make from the article. * Writing: Students will be engaged in writing to introduce a new special day or holiday of their idea. * Listening: Students will listen about to other group’s questions and students’ presentation. * Reading: Students will read answers of worksheet and the article. |
| **Language Systems:**   * Lexis: black day, holiday * Phonology: None to Discuss * Grammatical: None to Discuss * Function: introducing a new special day or holiday * Discourse: making questions based on the article |

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| **Assumptions:**   * All students have experienced to celebrate a special day or holiday or know someone who has. * Students have discussed about different kinds of special day or holiday. * Students are aware of how to make questions. * All students have done for matching words to correct definitions before. |

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| **Anticipated Problems and Solutions:**   |  |  | | --- | --- | | Problems | Solutions | | I might face the lack of the time to cover all answers for the worksheet. | I will attach the answer wall chart on the board. | | Students might not fully understand about some vocabularies in the article. | I will prepare matching words to definition worksheet for pre-activity so that they would read the article smoothly. | | Some students might not understand clearly of instructions. | I will chunk out instructions and explicit instructions with ICQ’s and explicit ICQ’s. When I run sessions, I will be available all the time for any questions from students as monitoring. | | I might need more time to complete 20 minute micro-teaching since some class members could be absent or running late. | I will do SOS activity. It is individual work so I would be much more flexible to do time management. | |

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| References:  - Reading Module, “California State University Long Beach” TESOL Program Book  - Ben’s materials that have been provided during the class |

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| **Lead-In** | | | |
| Materials: No materials are required. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | T-WC | Guiding questions and following questions | Good morning, are you ready to dive into our class?  What do you want to do after this TESOL class?  What are the reasons?  Where will be the best place to do that?  If you could choose your gender, do you want to be a female or male?  What are the reasons?  What do you want to do for the first thing? |

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| **Pre-Activity** | | | |
| Materials: visuals, worksheets, wall chart for answer | | | |
| Time | Set  Up | Student Activity | Teacher Talk |
| 4mins | T-Ss | Eliciting | (show the visuals of black bean sauce noodle)  What is the day that we have black bean sauce noodle on April? |
| CCQ | (show the visuals of chocolate)  Do we need to give these to a person that you love on Black Day? = No  Is this day for “single” and not for “couple”? = Yes |
| Instructions | We are going to match words to correct definition on this worksheet individually. |
| ICQ’s | What are you going to do?  Are you working in pairs? Or individually? |
| Explicit Instructions | We only have 2 minutes.  Please, do not touch the worksheet until I say “begin”. |
| Explicit ICQ’s | How much time do we have?  Are you going to start before I say “begin”? |
| Run | (Pass out the worksheets)  Now, begin  (Monitoring and timing)  1 minute, 30 seconds, 10 seconds and time’s up.  (I ask three students to present their answers.) |
|  |  | Close | Here’s the answer.  (I attach the answer wall chart on the board.) |

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| **Main Activity** | | | |
| Materials: article, wall chart for modeling, A4 paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 11  mins | Ss-Ss | Instruction | We are going to read this article that I will hand out to you all individually. |
| ICQ’s | What are you going to do?  Are you working in pairs? Or individually? |
| Explicit Instructions | We only have 3 minutes.  Please, do not touch the worksheet until I say “begin”. |
| Explicit ICQ’s | How much time do we have?  Are you going to start before I say “begin”? |
| Run | (Pass out the articles)  Now, begin  (Monitoring and timing)  1 minute, 30 seconds, 10 seconds and time’s up. |
| Grouping | (Each student needs to say “Black” and “Day”)  Who said “Black”? Please raise your hand.  Who said “Day”? Please raise your hand.  “Black”, please move to the right side.  “Day”, please move to the left side.  Okay, (call each of student name in the group) you are all in team Black.  (call each of student name in the group) you are all in team Day. |
| Demonstration | (Attach modeling wall chart on the board)  Iiteral question: When is the Black Day?  Interpretive question: Why the color of black has been chosen as Black Day? |
| Instructions | Like my questions, you will make one question for each in your group. |
| ICQ’s | What are you going to do?  Are you working in a group? |
| Explicit Instructions | We only have 2 minutes.  Please, do not touch the paper until I say “begin”. |
| Explicit ICQ’s | How much time do we have?  Are you going to start before I say “begin”? |
| Run | (Pass out the paper)  Now, begin  (Monitoring and timing)  1 minute, 30 seconds, 10 seconds and time’s up.  Okay, Black team would you read one of your questions?  What is the answer, Day team?  Day team, would you read yours please?  What is the answer, Black team? |

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| **Post Activity** | | | |
| Materials: backside of the article | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 mins | Ss-Ss | Demonstration | I think it will be fun to have Beer Day like a short  version of Oktoberfest because people can meet  new people during the day and enjoy to drink beer without any guilty. |
| Instructions | Now, it’s your turn.  Please make a new special day or holiday.  Write down the name and reason on the backside of your Black Day article. |
| ICQ’s | What are you going to do?  Are you working in a group? |
| Explicit Instructions | We only have 2 minutes.  Please wait until I say “begin”. |
| Explicit ICQ’s | How much time do we have?  Are you going to start before I say “begin”? |
| Run | (Pass out the paper)  Now, begin  (Monitoring and timing)  1 minute, 30 seconds, 10 seconds and time’s up.  (I will ask two students to come to the front of the class and present their opinions.) |
| Post-Activity | (If there is any error, we correct it. If not, we do unscramble the word.)  I couldn’t find any errors, so we are going to unscramble this word.  (I attach the wall chart.)  Here is one word. Can you unscramble this word?  “QUNIUE” = “UNIQUE”  This is the end of the activity.  Thank you everyone. |

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| **SOS Activity** | | | |
| Materials: A4 paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mins | Ss-Ss | Demonstration | I think to make Black Day more active, we need some marketing or promotion.  For example, if you wear all black from the top to the bottom and visit a Chinese restaurant, you will get a free black bean sauce noodle. BUT it only applies when you go there either by yourself or with same gander person. |
| Instructions | Now, it’s your turn.  Like mine, please come up with any idea that would make Black Day more active.  It is an individual work. |
| ICQ’s | What are you going to do?  Are you working in a group? |
| Explicit Instructions | We only have 2 minutes.  Please do not touch the paper and wait until I say “begin”. |
| Explicit ICQ’s | How much time do we have?  Are you going to start before I say “begin”? |
| Run | (Pass out the paper)  Now, begin  (Monitoring and timing)  1 minute, 30 seconds, 10 seconds and time’s up.  (I will ask two students to come to the front of the class and present their opinions.) |