**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jessica | TESOL | 17/05/2019 | Listening | PPP | 35 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Goldilocks and the Three Bears |
| **Main Aim** | Student will practice their listening comprehension |
| **Secondary Aim** | Students will practice their speaking fluency |

|  |  |  |  |
| --- | --- | --- | --- |
| **Materials and References** | | | |
| Kim, Gina. Goldilocks and the Three Bears by Worldcom Publishing INC. | | | |
| **Student Profile** | | | |
| **Level** | Intermediate Level | | |
| **Age** | 10 | **Number of Students** | 3 |
| **Detail** | They are all girls.  They are little bit shy and quiet  They likes to read fairy tale | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| If there is technical problem, solution could be read from the transcript or use smartphone as Audio device\  And if students don’t understand some vocabulary, teacher needs to be explain | | | |
| **My Personal Aim** | | | |
| Complete, and make detailed of my lesson plan.   * I hope most to my demonstrate is the ability to write down a detailed, and complete lesson plan | | | |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Lead-in  **Purpose of this stage:**  . relaxing students and teacher  . to focus their attention on lesion  . to increase student talk  . to introduce the topic which relates to the topic | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  T-S/S-S  T-S  T  S  T | **Greet. Instructions.**  “Hi, Good Afternoon guys. Today we will listen fairy tale which name is Goldilocks and Three Bears”  **Brainstorm/talk to a partner.**  “Before we Listen, what can you think when you heard the word bear? Please write down in the circle handout that I gave to you.”  **Feedback if appropriate.**  “Jessica, what did you get?”  “Big, Scary, tall”  “Good” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Presentation  **Purpose of this stage:**  . To give students extra support to comprehend the text  . to make involve the students | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  10 sec  1 min  50 sec | T-S  T  T  T  S  T  T  T  T-S  T  S  T  S  T-S  T  S-S  T-S  T | **Pre-teach keywords**  **Elicit – elicit/mime**  **CCQ – check students properly understand the meaning**  **Drill – choral and individual drilling for correct pronunciation**  **Board – highlight special areas of pronunciation**  “I will teach you new word before we listen.”  Show students to picture  “what can you feel from the picture?”  “afraid”  “good”  “ okay, then is there ……?” - give ccqs (I attached on answer sheet section) with 4 questions  “okay, then please listen what I said and repeat. Afraid.”  “afraid”- and I said it again, repeat afraid twice more  “say Jessica afraid”  “afraid”  “good, I will write down word in the board. Can you spell it?”  “A. F. R. A. I. D.”  “good, then how many syllables in there?” “two”  “good, where is stress?” “first syllable, a”  “good, last, what part of speech?” “adjective”  **Guiding Question**  “ Before we listen, did you ever do something that your parents said don’t do?”  Please share your experience with your partner.”  **Students discuss the question with a partner.**  “I think, Blah Blah….”  **Feedback. Nominate a few students to share their ideas, if necessary.**  “Is there any volunteer to share your ideas?” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** Student will practice their listening comprehension | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  T  S-S  T    S  T  S | **Instructions. Set the purpose for listening.**  **Hand out worksheets.**  - so give them questions, and teacher can get idea of what student thinks and know  “Now, we will go to listen to story about Goldilocks and the Three Bears’.  “I will give handout that relates to story. Please find answer while you are listening.”  **Students listen for the 1st time, and write answers on the worksheet.**  “Did you all done with your work sheet? Please check your answers with your partner.”  “If your answer is different, then please talk to you partner why.”  **Pair check.**  **Feedback to check accuracy.**  “The answer for question 1 is 2, question 2 is 3, question 3 is 1, and question 4 is 4.”  “Is there any questions that you want to ask?”  “Yes. I have question about Blah Blah Blah…”  “Okay, That is because Blah Blah… Good?”  “Good” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** students will practice inferring, practice interpreting comprehention | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  2-3 min  2 min | T  S  S-S  T-S  S  T  S  T | **Instructions. Set the purpose for listening. Hand out worksheets.**  “Even if you understand all, please listen to dialogue again. And when you do this worksheet, there is no right or wrong answer. So, please feel free to write down what you think.”  **Students listen for the 2nd time.**  **Pair check. Monitor** –since second worksheet does not have right or wrong answers, please give plenty of time to talk with partner.  “Ok class, since I want to share some ideas about worksheet 2.  Jessica can you share number 1 for Jessica?  “In my opinion….. Goldilocks entered bear’s house and Blah Blah…”  “Good. Can you share number 2 for Kim?”  “I think mom already notice that bear was lived in the forest Blah Blah....”  “Okay, you guys all have good opinions.” |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** Students will practice their speaking fluency | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 3sec  3min  6 min  1 min | T  S  S-S  T-S  T  S | **Instructions. Give students a question to discuss in pairs or groups.**  “In the 3rd question of worksheet 2, it is applied question. Can you write down your thinking,?  And After that, please Share your ideas with your partner.”  **Student write down what they are thinking**  **Students discuss.**  **Feedback. Students share their ideas with the class.**  “Jessica, can you share your idea with class?”  “Yes, if I am a Goldilocks…..Blah Blah… “ |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Wrap-up  **Purpose of this stage:** | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min | T    S | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  “You guys really great job. I like this point Blah Blah…..  However, I want to be improving this part by Blah Blah…”  “Next time, we will go to listen other half that we discussed 1st question on the second worksheet to find out exact answer. Have a nice day”  “Bye” |

**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** |  |  |