

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length									
Minji Kim	208 WD	06/06/2020	Listening	PPP	25 min									
Lesson														
Topic	People in my town													
Main Aim	Students will practice their listening comprehension using an interactive model													
Secondary Aim	Students will practice their speaking fluency													
Materials and References														
<p>[People song / People in my town]</p> <p>https://youtu.be/IA-F-D33D4U</p>														
Student Profile														
Level	Intermediate													
Age	Children (age 10)	Number of Students		6										
Detail	The teacher should know individual learner differences for each student. The students are all Koreans, and motivated. By considering their age group, it is essential to plan an active and easy activities.													
Anticipated Classroom Management Difficulties and their Solutions														
Technology problem (including audio and screen) → I could prepare an extra speaker, so I can connect it to my phone. However, if it also doesn't work, the teacher could just sing a song with clear pronunciation. Teacher's practice is required here.														
My Personal Aim														
I aim to write complete & detailed lesson plan.														

Stage Name: Lead-in Purpose of this stage: <ul style="list-style-type: none"> - To relax both the students and the teacher - To increase student talk through the sharing of ideas or experiences - To introduce the topic, or something topic-related 		
Materials:		
Time	Interaction	Procedure
30 sec	T	Organize seating arrangements. "Hi everyone. Have you ever thought about your future? What do you want to be in the future?" Gesture for students to begin talking to their partners. (Tell students who is their partner. Since there are 6 students, three groups with two students in each will be made.)
2 min	T-S/S-S	Students talk to their partner. Monitor for any use of key words.
30 sec	T-S	Ask students to share their conversation and dream jobs? (Based on the monitoring on the previous process, if they had a similar idea with the planned lesson, make them to mention about it.)

Stage Name: Presentation Purpose of this stage: <ul style="list-style-type: none"> - To offer any needed help which students may need to comprehend the text 		
Materials:		
Time	Interaction	Procedure
2 min	T-S	Pre-teach keywords: astronaut, court Elicit – Point to PPT1. “Where is he?” (Space.) “What’s his job?” (He is an astronaut.) CCQ – “Is he originally from space?” (No.) Drill – “Listen and repeat 3 times together” Nominate 2 or 3 individually. Board – Write the word “astronaut” on the board. “How many syllables?” (3) Mark with a blue pen. “Where is the stress?” (1st) Mark with a red pen. Elicit – Point to PPT2. “Where is it?” (Court.) CCQ – “Are they friends?” (No.) “Are they deciding if someone is guilty?” (Yes.) Drill – “Listen and repeat 3 times together” Nominate 2 or 3 individually. Board – Write the word “Court” on the board. “How many syllables?” (1)
10 sec	T	Guiding Question “What are the jobs you can find in daily life? Where? Talk to your partner.”
1 min	S-S	Students discuss the question with a partner.
50 sec	T-S	Ask students to share their ideas. If necessary, nominate a few students to share their ideas.

Stage Name: Practice - Literal Comprehension Listening

Purpose of this stage:

- To help students literal understanding by using bottom up strategy with short responses
- Accuracy focused

Materials:

Time	Interaction	Procedure
30 sec	T	<p>Instructions.</p> <p>"Now, we are going to listen to a music about people in our town.</p> <p>As you listen to the music, you have to fill in this sheet, but only page 1." (Point the worksheets.)</p> <p>"I am going to play once for now."</p> <p>I.C.Q. – "What do you have to do while you are listening?" (We have to answer the questions.)</p> <p>"Am I going to play it for several times?" (No. Just once.)"</p> <p>"Do you have to work on page 2?" (No.)"</p> <p>Hand out the worksheets.</p>
2 min	S	<p>Students listen for the 1st time, and write answers on the worksheet.</p>
1 min	S-S	<p>Pair check. Compare your answers with your partners. Monitor.</p>
1 min	T-S	<p>Feedback to check accuracy. Ask students from the left side to make sure everyone speaks. If the answer is wrong, ask students if there are any other ideas. Even if they didn't get correct answer, don't tell them the answers and move on to the next step.</p>

Stage Name: Practice - Interpretive Comprehension Listening

Purpose of this stage:

- To infer or interpret meaning of the literal information
- Supportive answer & evidence
- Longer response from students

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Materials:

Time	Interaction	Procedure
30 sec	T	Instructions. Hand out worksheets. "I'm going to play the song again, and this time, you have to answer the next page."
3 min	S	Students listen for the 2nd time.
1 min	S-S	Pair check. Monitor. If students need, then replay the audio a 3 rd time.
2 min	T-S	Feedback to check accuracy. Nominate few students to share their answers. If the answer is wrong, ask students if there are any other ideas.

Stage Name: Production - Applied Comprehension Speaking Purpose of this stage: <ul style="list-style-type: none"> - For students to practice their fluency - At least 5 minutes to talk → should be related to the topic 		
Materials:		
Time	Interaction	Procedure
1 min	T	Instructions. Give students a question to discuss in pairs or groups. "Now, I'm giving you a new sheet and you will have 6 minutes to discuss about it with your partner." Hand out the worksheets.
8 min	S-S	Students discuss. Monitor.
1 min	T-S	Nominate three students to talk about their conversation. By asking few more questions, make students to explain it deeper.

Stage Name: Wrap-up Purpose of this stage: <ul style="list-style-type: none"> - To end the class in a positive way - Accomplishment, encourage them to continue 		
Materials:		
Time	Interaction	Procedure
2 min	T	Lesson feedback. Tell the class what they did well, and what needs to improve. "Great job, today. It was nice to know your dream jobs!" "Listen to the song twice and practice it. We will sing it again before we start the class next week. We are going to learn about animals. Think about your favorite animal before you come to the class."

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		