**Background Information sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Class | Date | Lesson Type | Plan Type | Length |
| Edward John Romualdez | Tesol |  | Audio-visual | Audio-visual presentation | 35 mins. |

**Lesson**

|  |  |
| --- | --- |
| Topic | The tortoise and Hare |
| Main Aim | Students will practice and improve their audio-visual comprehension. |
| Secondary Aim | To enhance student participation. |

**Materials and References**

|  |
| --- |
| TV; (https://www.youtube.com/watch?v=QzoQcIYhnqo&t=40s); worksheet; board markers; P.C. bluet tooth speakers, iPad . |

**Student Profile**

|  |  |
| --- | --- |
| Level | Intermediate |
| Age | |  |  |  | | --- | --- | --- | | Children | Number of students | 4 | |
| Details | General English class and students are highly driven learners. The students are Koreans and they like fable stories. They participate actively in kinesthetic learning and they are more into visual learning mode but auditory learning still needs improvement and honing. |

**Anticipated Classroom Management Difficulties and their Solutions**

|  |
| --- |
| **Internet connection problem** – Download the video in my laptop or smart phone.  **The TV or Audio might malfunction** – Bring Bluetooth speakers and iPad if there are technical issues with TV or audio. Check the equipment is working before starting the lesson. |

**My Personal Aim**

|  |
| --- |
| To write out a complete detailed lesson plan and execute it effectively. |

|  |
| --- |
| **Stage Name: Lead-in**  Purpose of this stage: To settle the students down. To promote student participation by sharing their ideas; to introduce the topic, or something topic- related. |

**Materials: PPT1**

|  |  |  |
| --- | --- | --- |
| **Time** | **Interaction** | **Procedure** |
| 30 sec | **T** | Organize sitting arrangements so that all 4 of the students can see the Video properly.  Hello guys, look at this picture (show a picture of a Hare using iPad or flash card). Tell them to describe the appearance of the animal, where the animal lives, what the animal can do, what the animal eats. |
| 1 minute | **T-S** | Feedback. “ Let me know what you think?”  Make sure the students all get their chance to share their ideas. |

|  |
| --- |
| **Stage Name: Presentation**  **Purpose of this stage:** To assist students with any need of help in order to comprehend the context of the video more easily. This will include teaching 1 to 4 key words with the C-C technique, and asking the guiding question that will give students the opportunity to share their ideas about the video they watched. |

**Materials**

|  |  |  |
| --- | --- | --- |
| **Time** | **Interaction** | **Procedure** |
| 1 min | **T-S** | **Pre – teach keywords: Fast, Slow and Race**  **Elicit- (show picture of Hare)** What animal is this? (Hare)How does a Hare run or jump? (Fast)  **CCQ-** Does a Hare jump? (yes)  What does the hare eat? (Carrots)  Is the Hare an animal? (yes)  **Drill –** Listen and repeat 3 times (together say “Fast”). (gesture)  **Board-** Write “Fast” on the left of the board. |
| 1 min | **T- S** | **Elicit- (show picture of a Tortoise)** What animal is this? (Tortoise) How does a Tortoise run? (slow)  **CCQ-** Does a Tortoise have shell on the back? (yes)  Is the shell on the back of the Tortoise heavy? (yes)  Is the Tortoise an animal? (yes)  **Drill –** Listen and repeat 3 times (together say “Slow”). (gesture)  **Board-** Write “Slow” on the left of the board. |
| 1 min | **T-S** | **Elicit-** (show a picture of two people racing) What are they doing? (Racing)  **CCQ-** Are you running when you race? (yes)  Do you have to run fast or slow? (fast)  Will you win if you run fast? (yes)  **Drill –** Listen and repeat 3 times (together say “Race”). (gesture)  **Board-** Write “Race” on the left of the board. |
| **Guiding Question** | | |
| 10 sec | **T** | Ask students if they like to race and ask them why. |
| 2 min | **T-S** | Students respond by saying their opinion. |
| 30 seconds | **T-S** | Feedback. Thank students for sharing their opinion and motivate them by telling them they did a good job. |

|  |
| --- |
| **Stage Name:** Practice- Audio -visual comprehension  **Purpose of this stage:** For students to watch the video and be able to comprehend while listening; to determine who the characters are and what they are doing. |

**Materials**

|  |  |  |
| --- | --- | --- |
| **Time** | **Interaction** | **Procedure** |
| 1 min | **T** | Instructions.  Hold up the worksheet (tell them that they need to answer the worksheets after the video.)  Now it’s time to watch the video about the tortoise and the Hare.  **I.C.Q. –** Do you need to answer the worksheets? (yes.)  Do you need to answer them now or after the video? (after the video) |
| 2 min & 30 sec | **S** | Students watch the video for the 1st time |
| **Stage Name:** Practice- Interpretive Comprehension Listening  **Purpose of this stage:** Students listen more carefully for the second time. They need to focus more on the details of the story. Teacher will be emphasizing and explaining the details for them to fully comprehend the story. | | | |

**Materials:**

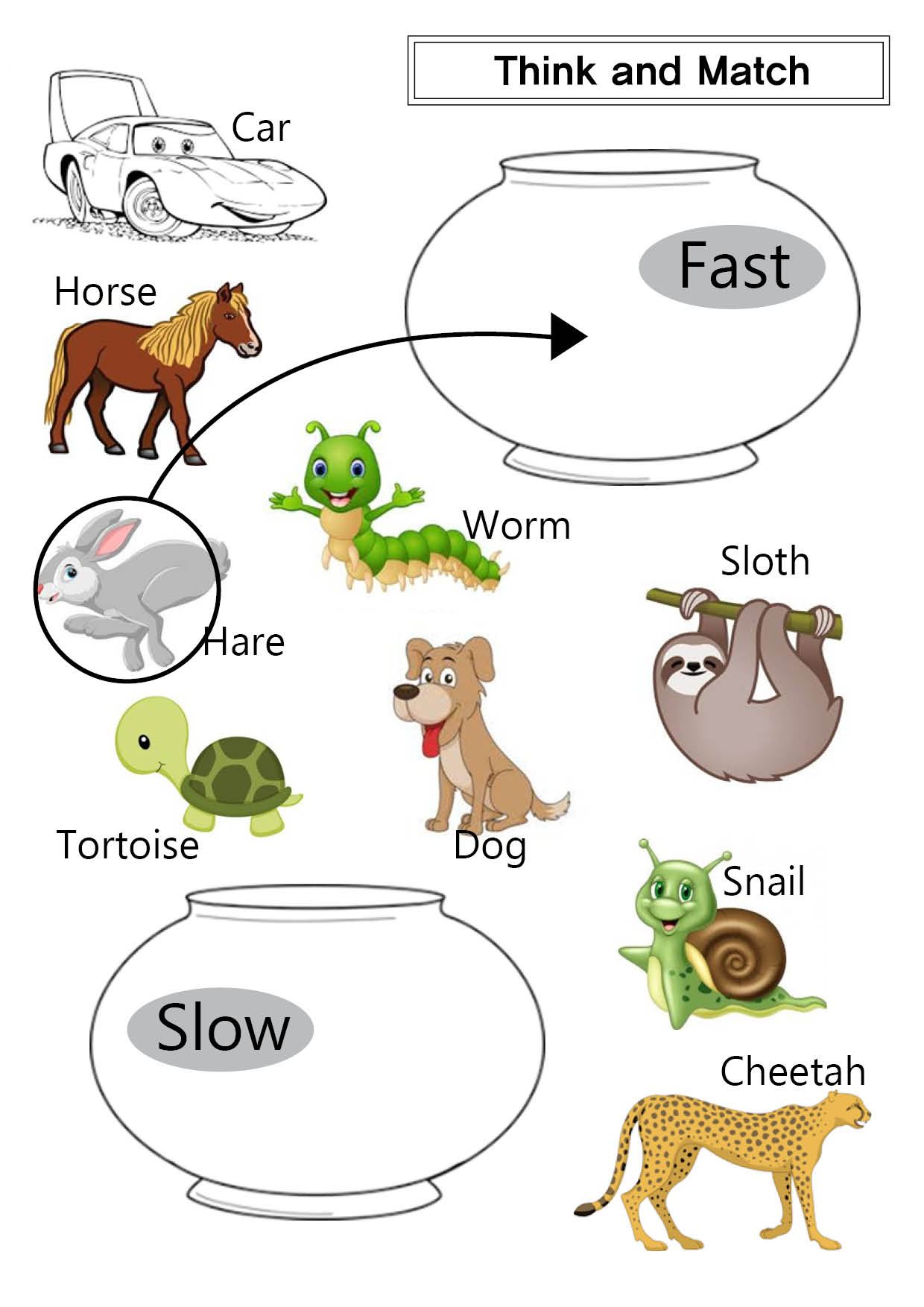
|  |  |  |
| --- | --- | --- |
| **Time** | **Interaction** | **Procedure** |
| 2 mins. | T | Let them watch the video again. This time, pause the video on the highlights of the story.  Ex. ( pause video when it shows the Hare running fast) and then ask the question, (Is the Hare running fast?  **answer**:(Yes)  Nod, give a thumbs-up and compliment them for answering correctly and say the word again (fast) pronouncing it properly “FAST”.  pause video when it shows the Tortoise running slow) and then ask the question, (Is the Tortoise running slow?  **answer**:(Yes)  Nod, give a thumbs-up and compliment them for answering correctly and say the word again (slow) pronouncing it properly “slow”. |
| **Stage name:** Production- applied comprehension  **Purpose of this stage:** For students to practice their comprehension and improve their listening skills. | | | |

**Materials:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Interaction** | **Procedure** |
| **3 minutes** | **T** | Give them the worksheets for activity 1 and let them answer. Teacher will watch and monitor from a distance. |
| **2 min** | **T-S** | Give them the worksheets for activity 2, you let them listen to you and they will answer (encircle the correct answer) while you pronounce the words. |
| **2 min** | **T-S, S-S** | Let them exchange their worksheets and let them check the answer together with you. |
| **Stage name:** Wrap-up  **Purpose of this stage:** End the lesson by complimenting the students and encouraging them. | | |

**Materials:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Interaction** | **Procedure** |
| **2 min** | **T** | **Lesson feedback.** Let them know that they did a good job and they will continue improving if they continue participating.  **Set homework**. For homework, choose an activity from their book that has a simple short story. Let them practice reading the story and be ready for the next activity  **Inform students that you will be discussing the story from that homework.**  **Dismissed.** |

****

