**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Cherry | TESOL | 5/12/2020 | Listening | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Santa’s little helper |
| **Main Aim** | Students will practice their listening comprehension using an integrated listening model |
| **Secondary Aim** | Students will practice their speaking fluency |

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| **Materials and References** | | | |
| [**https://learnenglishkids.britishcouncil.org/short-stories/santas-little-helper**](https://learnenglishkids.britishcouncil.org/short-stories/santas-little-helper)**; worksheet; board pens; white board; P.C. and audio equipment, three pictures.** | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | 8 years old | **Number of Students** | 8 |
| **Detail** | This is a general English class for elementary school student first grade. They are all Koreans and high motivated learners. They like Santa so much. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They tend to favor the visual learner mode but auditory learning still needs developing. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| The audio equipment could fail -> bring a set of portable speakers to use with my smartphone; print an A4 size picture  Of my PPT.  Nervousness at the start of the lesson -> check the equipment is working; to start the lesson, sit down and follow the planned teacher talk | | | |
| **My Personal Aim** | | | |
| **What I aim to demonstrate is the ability to write out a complete, detailed lesson plan.** | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both 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  1 min  40 sec | T  S-S  T-S | Organize seating arrangements to everyone has a partner with one group of 2 sitting together, and all can easily see the screen.  Hi guys, A special day is coming in December. What day is it?  Talk to your partner about X-mas. For example, What comes to mind when you think of X-mas.  You have 1 minute.  Gesture for students to begin talk to their partner.  Students talk to their partner. Monitor for any use of key words.  Feedback. Gesture to a few groups and ask – “Tell me about your ideas” |

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| **Stage Name:** Presentation  **Purpose of this stage:** To offer any needed help which students may need in order to comprehend the text more easily. This includes teaching 3 key words using the C.C.C. technique and asking a guiding question which will allow students the opportunity to think of and share ideas they are likely to encounter when listening. This encourages the use of their schema when comprehending a text. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min  1 min  10 sec  1 min  40 sec | T-S  T-S  T-S  T  S-S  T-S | **Pre-teach keywords: fat; present, chimney**  Elicit – Look at this picture. What is he doing? How is his body?  CCQ – Does he thin?  Does he heavy?  Does he thin or fat?  Drill – Listen and repeat 3 times together (Gesture)  Nominate 2 individually.  Board – Write fat on the right on the board.  How many syllables? (1)  Where is the stress? (1st) Mark with a red pen.  Elicit – Look at this picture. What can you see? What are they doing?  CCQ – Does someone give this to someone?  Is this wrapped?  Does anyone who receives this will open it?  Does this look precious?  Drill – Listen and repeat 3 times together (Gesture)  Nominate 2 individually.  Board – Write present on the right on the board.  How many syllables? (2) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen.  Elicit – Look at this picture. What can you see?, what is this?  CCQ – Is the smoke coming out?  Is this on the roof?  Is this heading up to the sky?  Drill – Listen and repeat 3 times together (Gesture)  Nominate 2 individually.  Board – Write chimney on the right on the board.  How many syllables? (2) Mark with a blue pen.  Where is the stress? (1st) Mark with a red pen  **Guiding Question**  Talk to your partners. What does the Santa do? Have you ever received a present from Santa?  Students discuss with their partners.  Feedback. Nominate a few students to share their ideas. Draw out ideas for Santa’s work and where he goes in to go home. |

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| **Stage Name:** Practice - Literal Comprehension Listening  **Purpose of this stage:** For students to listen for the first time in order to get the facts. This may include the overall idea or topic of the text; to notice who the speakers are; where they are; and perhaps why they are speaking. The responses are short, objective and are only a surface understanding. This is an accuracy focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  50 sec | T  S  S-S  T-S | **Instructions. Set the purpose for listening. Handing out worksheets.**  Hold up the worksheet.  Now it’s time to listen to a story about Santa.  As you listen, you must answer these questions in exercise one only.  When you catch the answer, write it down next to the question.  Don’t do exercise 2.  I.C.Q – Do you need to write your answers? (Yes)  Do we need to read the questions for exercise 2? (No)  Do you have a pen or pencil ready? (Yes)  Read each question aloud for the students. Hand out the work sheet.  **Students listen for the 1st time, and write answers on the worksheet.**  **Pair check.** Compare your answers with your partner. Monitor.  **Feedback to check accuracy.** Ask students for answer, checking if others have the same or different answers. Does anyone else have a different answer? Who agrees with this answer? |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:** Students listen a second time, more carefully, to infer or interpret meaning of the literal facts. This is still an accuracy focused stage – answers need to be checked for accuracy. Students are required to think about the why in order to support their answers. They may need to focus on things like the overall situation, tone of voice, multiple pieces of information, or a single statement to explain the unspoken intended meaning. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  6 min  1 min  1 min | T  S  S-S  T-S | Listen again. This time, answer exercise 2.  These questions are more difficult, but if you listen carefully and think about what you know, you can find the answers.  Write your answers next to the questions.  I will give you time afterwards to think and write.  I.C.Q – Do you need to rush to answer these questions? (No. we will have time afterwards to write)  Read the questions aloud for the students.  **Students listen for the 2nd time, and write their answers.**  **Pair check. Monitor. If students need, then replay the audio a 3rd time.**  **Feedback to check accuracy.** |

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| **Stage Name:** Production - Applied Comprehension Speaking  **Purpose of this stage:** For students to practice their speaking fluency. Therefore this stage should be no less than 2 minutes to allow students to practice. Give them a few questions to help them communicate without intervention from the teacher. This is a fluency focused stage. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min | T  S-S  T-S | Make 4 groups of 2 students. Wait for students to move.  This time exercise 3. Talk to your partner about any of these questions.  You should talk freely, and remember to listen and ask questions to your partner.  You have 2 minutes.  I.C.Q –Do you need to write anything? (No)  **Students discuss.** Monitor from a distance.  **Feedback. Students share their ideas with the class.** |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive note. This will give students a sense of accomplishment, encourage students to continue progressing, and realize how to improve in future. A teacher may also get valuable feedback from students regarding the activities used in the lesson. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 40 sec | T | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Set homework.**  For homework, listen to the title “a dog’s life”. Summarize it by writing no more than 50 words. It is due tomorrow.  **Inform students about the topic for the next lesson.**  Tomorrow we will do a reading lesson about “My dad”. |

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**Worksheet 1 – Santa’s little helper**

**Exercise One : Listen and write the answer next to the question.**

1. What is on the sleigh
2. What is Amy doing when Santa arrives at Amy's house?
3. Who did the snowball fight?
4. Where did Santa and Amy go for more presents?

**Exercise Two : Listen carefully, think and write your answer.**

1. Why did Santa eat many pies?
2. Why did Santa ask the help to Amy?

**Exercise Three : Talk to your partner freely about any of the questions below. No. writing!**

1. What is your best present received on Christmas?
2. What is your most memorial thing that helped someone in trouble.

**Answer sheet – Santa’s little helper**

**Exercise One : Listen and write the answer next to the question.**

1. What is on the sleigh? Lots of presents
2. What is Amy doing when Santa arrives at Amy's house? She is sleeping
3. Who did the snowball fight? Amy and Rudolf
4. Where did Santa and Amy go for more presents? Santa’s toy factory of the North Pole.

**Exercise Two : Listen carefully, think and write your answer.**

1. Why did Santa eat many pies? Santa was very hungry because he went around the world giving present to children.
2. Why did Santa ask the help to Amy? Santa is too fat to climb down the chimney with presents.

**Exercise Three : Talk to your partner freely about any of the questions below. No. writing!**

1. What is your best present received on Christmas?
2. What is your most memorial thing that helped someone in trouble.

**Transcript**

**Time : 2 min 30 sec**

It’s Christmas Eve. Santa and Rudolf are getting ready for Christmas.

Santa puts on his red jacket and his red hat.

‘Ho, ho, ho!’

There are lots of presents in Santa’s sleigh for children around the

world. Now they’re off!

Santa leaves a present for good boys and girls. He eats one mince pie. Then, two, three, four ...

‘Hmm, yum, yum.’

Amy is asleep at home. Santa climbs down the chimney with Amy’s present. But, oh dear ... he is too

fat, he can’t move!

‘Help, Rudolf!’

‘Thank you, Amy. Can you help me take the presents?’

‘Yes, Santa. Let’s go!’

Amy and Santa fly into the air. They go all around the world with the Christmas presents.

Amy goes down the chimney and puts the presents under the tree.

‘Catch, Amy.’

‘OK, Santa.’

The sleigh flies back to the North Pole for more presents. Santa’s toy factory is very busy. There are robots, dolls, balls and teddies.

Amy is at the North Pole. It is snowing. Amy and Rudolf throw snowballs. They have lots of fun.

‘Thank you, Amy. Here’s a special present for you.’

‘Thanks, Santa. See you again next year!’

‘Thank you, Amy! From Santa.’

**Instructor’s Comments and Assessment**

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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |