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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Making a talking mouth** |

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| Instructor:  Stilla Kim | Level:  **Lower-intermediate** | Students:  **2** | Length:  **35 Minutes** |

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| Materials:   * 2 copies of work sheet * Color pencils or Crayon * Scissor and stick glue * 4 A4size papers * Mark and board * Power point presentation * Computer and projection * Students phone or computer which access to the internet |

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| Aims:  - To improve reading comprehension by reading an instruction of how to making pop up card  - To be familiar with several types of adverb or expressions by doing the task  - To have an interest for reading the most also writing and speaking with own work |

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| Language Skills:   * Listening: Listening instructor’s explanation, what other students’ card * Speaking: Explaining own card to other students, asking questions to others * Reading: Reading instructions on the worksheet to do the task. * Writing: Writing a short message on the card which students made by themselves if necessary. |

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| Language Systems:   * Phonology: Different and confused pronunciation while speaking to own card message to other students * Lexis: New vocabulary used in instructions * Grammar: Grammar sentences used in instructions * Function: Understanding of instructions, doing a task * Discourse: Conversation |

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| Assumptions:  Students already know:   * All students are college students or graduates (Age 18 and up) * Students can express verbally how do they think or what they think somehow. * Students are interested in trying to new ways of learning * Students share their opinion frequently and try to speak out the sentences what they want to share |

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| Anticipated Errors and Solutions:   * Students may not be able to understand the meaning of vocabulary * Explain again by using some examples including video clip, realias and so on * Students are not interested in the task given to them * Help them out to make it with their classmates * Students feel embarrassed when they explain the card and stop speaking all of sudden because of nervous or their mind go blank * Wait for them to make feel confident to speak or help them to explain what they want to say |

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| References:  Work sheet: <https://joanirvine.com/how-to-make-a-pop-up/>  Video clip: <https://www.youtube.com/watch?v=dznhTZXJwbo> (if necessary)  Ppt: https://www.pinterest.co.kr/pin/525443481495006840/ |

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| **Pre-task** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class |  | Procedure:   1. Greeting and introduction   Instruction  *Hello everyone, do you remember when is the last day to give or receive a card?*  *OR*  *What did you usually do during the playing time when you were young? In case of me, I used to make something by paper*  (Repeat some important things or words the students use when they share the opinions)  Ah, youguys have a good memory of giving/ receiving the card from 000.  Today, we will make our own card during the class. Then why don’t you figure it out from now on? |

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| **Task Preparation** | | | |
| Materials:   * Computer and projection * Power point presentation | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class |  | Procedure:   1. Power point presentation   Instruction  (Show the ppt through projection with computer from the first page of ppt)  *Can you see the picture of it?*   1. Guess   Talk about the slide on the projection  Instruction  *Can you see a slide?*  (students talk and answer seeing the slide.)  This is a pop up card. What is difference between normal card and pop-up card is looking like a real.  Eliciting & CCQ  Show 2nd slide of ppt typed about elicit words. Make students to read and guess the meaning of it or show examples of the words to help them to read an instruction before doing activity. After do the eliciting, check whether students understand the concept of words or not by asking CCQ.  Such as:  *Can you put your blinder aside?* |

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| **Task Realization** | | | |
| Materials:   * 2 copies of work sheets * Color pencils or Crayons * Scissor and stick glue2 * 4 A4size papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20min  20min | Individuals  Pair  (Whole class) |  | Procedure:   1. Reading and doing a task   Give a work sheet to the students each and let them read the instructions.  Instructions  *From now on, I will distribute one sheet of paper which is an instruction paper how to make a talking mouth. Read it first and make your own talking mouth. Also, I give you crayons, color pencils and colored paper. You can feel free to use it if you want. I will give you 20minutues for it.*  *(Distribute the worksheet)*  Demonstration (if it needs)  (Show the youtube video clips)  If students are hesitated or confused how to make it in spite of understanding of full instructions, show the video clips.  CCQ  *- (if the students hesitate to make) From what step you feel confused to make it?*   1. Write a card   Let the students to write a short card to anyone whom the students want to give it.  Instruction  *After decorate your card, write a card for anyone who you want to give it.* |

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| **Post Activity** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class |  | Procedure:   1. Presentation with own work   Instruction  It seems youguys are done for making and writing the cards. It looks really good and I am really wonder what kind of design you choose and the reason why you choose it. Also if you don’t know, please introduce that to whom you write a card.   1. Feedback each other   Ask students about today’s activity including the instruction procedure. Also, feedback to each other students’ work.  Introduction  *Did you enjoy the activity today?*  *(Ask several questions such as below and share the student’s opinions)*  CCQ  *- - Whose card was the funniest design?*  *-Why 000 make a card for her/ his 000?*   1. Closing   Say good bye with ending and end the class. |

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| **SOS Activity** | | | |
| Materials:  - Mark and board  - Students phone or computer which access to the internet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole |  | Procedure:   1. Finding other types of pop up activities   Instruction  *Let’s find any other activities by using pop-up. Or please share it if you have any.*   1. Sharing   (Instructor write the activities which students found on the board)  Instruction  *There are some pop-up activities you found. I think it would be pretty good doing the spare time.* |