**Background Information Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Jerry | 191st | 27-03-2019 | Listening | 40 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Field Trip Rules |
| **Main Aim** | Ss will practice their listening comprehension, especially for literal information and field trip rules. |
| **Secondary Aim** | Ss will practice their speaking fluency, pronunciation, and especially for creative expression of imagine monsters by drawing. |

|  |
| --- |
| **Materials and References** |
| **Video file** (“Monster University” 1:00~1:45), **Computer** (Video play)  **TV monitor or Screen, Board and Colored markers, Colored pencils or Crayons**  **Movie Script,** **Work sheet\_1 ,Work sheet\_2** (**T**-for teacher **S**-for students) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | pre-Intermediate | | |
| **Age** | 9 | **Number of Students** | 10 |
| **Detail** | There are 5 females and 5 males. Everyone is Koreans and elementary students. They like watching movie and fun. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| They have field trip experience.  They know about field trip rules. (Do not run, Do not yell, Follow the teacher, Not doing dangerous behavior etc….) | | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Absence, lateness - send video file and work sheets.  Technical issues – video does not play. → read the Movie Script and acting.  Use of L1 – Remind students of the English only rule, and to try other ways to communicate I English.  The student did not complete the picture.- suggest to do after class or finish at home. |

|  |  |  |  |
| --- | --- | --- | --- |
| **My Personal Aim** | | | |
| What I hope most to demonstrate in this lesson is the ability to give good listening.  And remind our field trip rules**.** | | | |
| **Stage Name:** Lead-in (11min)  **Purpose of this stage:** to relax both the students and the teacher; to start the lesson in a natural way; to focus the attention of the students; to involve students and allow them to share ideas related to the topic. | | |
| **Materials:** Arrange the desk and seating arrangement (see the TV monitor),  Work sheet\_1**,** Colored pencils or Crayons or both | | |
| **Timings** | **Interactions** | **Procedure** |
| 10 sec  1 min  20sec  5min  2min  2min | T-S  T-S  T-S  S  S-S  S-S | **[Greeting]**  “Hello everyone, How are you today?”  **[Warm-up]**  “Have you ever seen a monster?”  Select 2 students, and listen to the answers.  \* If the answer is “yes”, asking more “Wow, where did you see? Can you describe?”  \* If the answer is “no”,  Give to chance of imagine “Okay. If monsters are live, what do you think about monsters looks like? How many eyes? How many hands? Is it tall or short? What is their color?”  Listen to the S’s answers then express respect and empathy.  “Wow, Your monster is very nice!!”  **[Demo & Interest]**  Show the Nessie Monster picture to students by worksheet\_1**T**  “I’ll introduce my monster. He is Nessie. He lives in Water. He is very big. He can fly. Sometimes ha save people from water.”  Give the **Work Sheet\_1 S** (Drawing your monster and Questions)  “Now, draw your monster for 5min” T monitoring S  “Okay, right person describe your monster to partner” (each 1min)  “Change, left person describe your monster to partner”  Select 2Ss, “Show your picture to classes, and tell about your monster”  Listen to the S’s answers then express respect and empathy. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Presentation (3min)  **Purpose of this stage:** To arouse interest in the topic by involving the whole class | | |
| **Materials:** Board and colored markers | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min  1 min | T-S  T-S / S-S | **[Pre-teach keywords] -** field trip  **[Eliciting]**  “If monsters are your classmate, what can we do together in our class?  Perhaps S’s answers are **S**(Study, play, game...)  ”What is called that go somewhere to learn about particular subject, especially real things? Like science of nature, history museum, factory…”  **S**(field trip)  “Ok, That’s right!! It is **field trip**”  **[C.C.Q]**  1. “Last Monday, can you remember the art museum field trip?”  **S** (Yes)  **[Drill]**  “Last Monday, We went to the art museum field trip.”  Drill-All together 3rd times/Right, left side each 1sttime.  /Select 2 students each 1sttime.  **[Board]**  Write ‘Last Monday, We went to the art museum (red)**field trip**.’  **[Guiding question]**  “Also, can you remember field trip rules in the art museum?”  Select 3Ss. **S**(Do not run, Do not yell, Follow the teacher, Not doing dangerous behavior etc….) |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice Detailed Listening – Literal Comprehension (6min)  **Purpose of this stage:** Ss practice listening to details. Checking their accuracy is needed. | | |
| **Materials:** Video file(“Monster University” 1:00~1:45), Computer, TV monitor or screen, Work sheet\_1 | | |
| **Timings** | **Interactions** | **Procedure** |
| 5 sec  3 min  2 min  1 min | T  T-S  S-S  T-S | **[Instructions]**  “Look at the work sheet\_1.”  **[Literal Q]**  Select a student, ”Can you read the questions under the your monster picture? Just number 1 and 2.”  **S** read   1. Why did they go there? (Field trip) 2. What does Mike want to have? (Pockets)   “Now, I’ll show the short animation. Focus the movie and write the answer in your sheet. Just number 1 and 2”  ▶ Play ‘Monster University’ (1:00~1:45) <check Movie Script>  Students listen for the 1st time.  Ss pair Literal Q check. T monitoring.  Select 2~3 Ss, listen their answers and give to Feedback. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Practice More Detailed Listening – Interpretive Comprehension (6min)  **Purpose of this stage:** Ss listen thoughtfully to interpret meaning. Accuracy focused. | | |
| **Materials:** Video file(“Monster University” 1:00~1:45), Computer, TV monitor or screen, Work sheet\_1 | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  3 min  1 min  1 min | T-S  S  S-S  T-S | **[Instructions]**  **[Interpretive Q]**  Select a student, ”Can you read the questions? Just number 3 and 4.”  **S** read   1. What are field trip rules of the monsters school?   (No pushing, no biting, and no fire breathing)   1. The teacher lost Mike, how does Mike feel? Why do you think that?   (Mike is find. Because he said “That's okay.” And he found a nickel!)  ▶ Play ‘Monster University’ (1:00~1:45) <check Movie Script>  Students listen a 2nd time, more carefully than before  Students compare their answers of Interpretive Q in pairs.  T monitoring  Select 2~3 Ss, listen their answers and give to accuracy Feedback . |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Production – Applied Comprehension (8min)  **Purpose of this stage:** Ss practice speaking. Fluency focused stage. Teacher mainly monitors and may offer necessary support. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  5 min  2 min | T  S-S  T-S | **[Instructions]**  **[Applied Q]**  Select a student, ”Can you read the number 5 question?”  **S** read   1. What would you do if you lost in field trip? Talk your partner or group.   Students to a student centered communicative task allowing them to practice fluency. Work in pairs or groups.  Select S1, S1 say S2’s answer.  T: “What’s your partner’s answer? Can you tell your partner's answer?”  Listen to their partner’s answer. (S2’s answer)  Ask the partner this answer is correct.  If S2 say “Yes”, give to accuracy feedback.  If S2 say “No”, give to chance say the answer S2self. And feedback  After swap. S2 say S1’s answer. |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Wrap-up (6min)  **Purpose of this stage:** To end the lesson on a positive feeling, and to handle any classroom management matters before ss go home. | | |
| **Materials:** Work sheet\_2 – Writing and crossword puzzle | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min  2 min  2 min | T-S  S-S  T-S | **[Lesson feedback]**  Give the ‘Work Sheet\_2 **S**- Crossword Puzzle’  “Listen to the scene again and complete the Crossword puzzle.”  ▶ Play ‘Monster University’ (1:00~1:45) <check Movie Script>  Students listen a 1st time  Students compare their answers in pairs.  Check to the Crossword puzzle. |

**<Movie Script>**

Kin1: RAHR! I **scare**d you!

Kin2: No, you didn’t

Mrs. Graves : Okay, **remember** our field trip **rule**s, everyone.

No **push**ing, no biting and no fire **breath**ing.

Kids : RAHR! (Fire breathing)

Mrs. Graves : What did I just **say**? 18, 19 Okay, we're missing one! Who are we missing?

Oh, Mike Wazowski.

Mike : Thanks, Joe. Good luck finishing, your crossword puzzle.

Mrs. Graves : **Sorry**, Michael. I didn't see you.

Mike : That's okay. When I was on the bus, I found a nickel! I wish I had **pocket**s.

Mrs. Graves : Okay everyone, **partner** up, get your field trip **buddy**.

**<Draw your Monster>** work sheet\_1 **T**

|  |
| --- |
|  |

**<Question>**

1. Why did they go there?

(Field trip)

1. What does Mike want to have?

(Pockets)

**<Think more>**

1. What are field trip rules of the monsters school?

(No pushing, no biting, and no fire breathing)

1. The teacher lost Mike, how does Mike feel? Why do you think that?

(Mike is find. Because he said “That's okay.” And he found a nickel!)

**<If..>**

1. What would you do if you lost in field trip? Talk your partner or group.

**<Crossword Puzzle>** work sheet\_2 **T**

Kin1: RAHR! I ① **scare**d you!

Kin2: No, you didn’t

Mrs. Graves : Okay, ② **remember** our field trip ③ **rule**s, everyone.

No ④ **push**ing, no biting and no fire ⑤ **breath**ing.

Kids : RAHR! (Fire breathing)

Mrs. Graves : What did I just ⑥ **say**? 18, 19 Okay, we're missing one! Who are we missing?

Oh, Mike Wazowski.

Mike : Thanks, Joe. Good luck finishing, your ⑦ **crossword** puzzle.

Mrs. Graves : Sorry, Michael. I didn't see you.

Mike : That's okay. When I was on the bus, I found a nickel! I wish I had ⑧ **pocket**s.

Mrs. Graves : Okay everyone, ⑨ **partner** up, get your field trip ⑨ **buddy**.

**ACROSS ① ⑤ ⑦ ⑧ ⑨ ⑩ DOWN ② ③ ④ ⑥**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ② |  |  |  |  |  |  |  |  |
|  |  | ⑦ | c | r | o | s | s | w | o | **r** | d |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | e |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | ④ |  |  |  | m |  |  |  | ⑥ |  |  |  |  |
|  |  |  |  |  | ⑧ | **p** | o | c | k | **e** | t |  | ① | **s** | c | a | r | e |
|  |  |  |  |  |  | u |  |  |  | m |  |  |  | a |  |  |  |  |
|  |  | ③ |  |  |  | s |  |  | ⑩ | **b** | u | d | d | **y** |  |  |  |  |
| ⑤ | b | **r** | e | a | t | **h** |  |  |  | e |  |  |  |  |  |  |  |  |
|  |  | u |  |  |  |  | ⑨ | p | a | **r** | n | e | r |  |  |  |  |  |
|  |  | l |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | e |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**<Draw your Monster>** work sheet\_1 **S**

|  |
| --- |
|  |

**<Question>**

1. Why did they go there?
2. What does Mike want to have?

**<Think more>**

1. What are field trip rules of the monsters school?
2. The teacher lost Mike, how does Mike feel? Why do you think that?

**<If..>**

1. What would you do if you lost in field trip? Talk your partner or group.

**<Crossword Puzzle>** work sheet\_2 **S**

Kin1: RAHR! I ① d you!

Kin2: No, you didn’t

Mrs. Graves : Okay, ② our field trip ③ s, everyone.

No ④ ing, no biting and no fire ⑤ ing.

Kids : RAHR! (Fire breathing)

Mrs. Graves : What did I just ⑥? 18, 19 Okay, we're missing one! Who are we missing?

Oh, Mike Wazowski.

Mike : Thanks, Joe. Good luck finishing, your ⑦  puzzle.

Mrs. Graves : Sorry, Michael. I didn't see you.

Mike : That's okay. When I was on the bus, I found a nickel! I wish I had ⑧s.

Mrs. Graves : Okay everyone, ⑨  up, get your field trip ⑩ .

**ACROSS ① ⑤ ⑦ ⑧ ⑨ ⑩ DOWN ② ③ ④ ⑥**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ② |  |  |  |  |  |  |  |  |
|  |  | ⑦ | c |  |  |  |  |  |  | **r** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | ④ |  |  |  |  |  |  |  | ⑥ |  |  |  |  |
|  |  |  |  |  | ⑧ | **p** |  |  |  | **e** |  |  | ① | **s** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ③ |  |  |  |  |  |  | ⑩ | **b** |  |  |  | **y** |  |  |  |  |
| ⑤ |  | **r** |  |  |  | **h** |  |  |  | e |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | ⑨ |  |  | **r** |  | e |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**-**

**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** |  |  |