**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| SuHyun Lee(SUE) | 191st | 27-03-2019 | Listening | 40 min |

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| **Lesson** | |
| **Topic** | Love Is An Open Door (Song from ‘FROZEN’) |
| **Main Aim** | Ss will practice their listening comprehension. |
| **Secondary Aim** | Ss will practice their speaking fluency, pronunciation, and intonation through speaking and singing a song lyrics.  (To encourage autonomous learning through use of jigsaw method.) |

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| **Materials and References** |
| **Melon Music Player**  **https://www.youtube.com/watch?v=fr4xUhPkywQ** |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | 10years old | **Number of Students** | 10 |
| **Detail** | There are 5 females and 5 males. They are all Koreans. Most of them are outgoing and talkative, 2 of the students are little bit reserved but when I ask them questions they talk well and either answer well in English. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Children would like Disney movies and songs, so I expect song based listening activity would be effective for children. They all shows active participants when doing fun and active activities. This also includes visual, musical (singing) activities. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| -Absence, lateness: There’s are two people pair work in this activity, I planned 5 groups of 2 (one female, one male will be in pairs). For example, if 1 person is late, I would need to make 4 groups of 2, and 1 group of 3 (In this case group of three people, they should also include in the female and male). The latecomer should join with another group of 2.  - For this Lesson I arranged the desk arrangement in ‘horse-shoe’ before the class. And the beginning of the class I noticed the students to seat with their partners I set for today’s lesson.  - As a child, there attention can be distracted, be sure to the paper after teacher’s instructions I.C.Q. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give clear instructions to students. | | |
| **Stage Name:** Lead-in  **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:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 3 min | T  T-S  S-T | -The teacher plays the beginning of the music (0sec~7sec) to the students, and ask “Guess what the song is.?” – “Love is an Open Door”  -“Which movie is this song from?” – “Frozen”  -See pictures of each character in the movie on the classroom screen (prepare PPT materials in advance), Take time to match character’s name with students by looking at the pictures. (Elsa, Anna, Hans, Olaf) |

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| **Stage Name:** Presentation  **Purpose of this stage:** | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 4 min | T-S | Keywords: “LOVE” (elicit, C.C.Q, drill, board).  **[Elicit]**  “When you like someone very much, and feel romance to someone what can we say that?”  **[C.C.Q.]**  -“If you love someone, is it somebody you feel happiness to?” (yes)  -“If you love somebody or something, is it unimportant to you?” (no)  **[Drill for Pronunciation]**  -“Love is an Open Door”  -“Love”  (First, the whole students pronounce the sentence and the word, and then the half of the students, and then point out only a few students one by one to pronounce.)  **[Board it]** & involve the students by asking questions  -“How many syllable does ‘love’ have?” -1  -“What kind of speech is it?” –noun  **[Guiding Q]**  “What does love mean to you guys?  Share your opinions with your partners for 1minute.”  (Teacher Monitors)  After 1minute,  “OK! (Pick out Students Who would share their Ideas) Can you tell us love means to you?”  “One more person who would like to share their ideas?” |

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| **Stage Name:** Practice Detailed Listening – Literal Comprehension  **Purpose of this stage:** Ss practice listening to details. Checking their accuracy is needed. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min  1 min  2 min  1 min  30 sec  5 min | T  T-S  S  S-S  T  S-T | **[Instructions]**–Literal Task  “Here is our blank out worksheet, but there are words missing (show and point the worksheet). And as you see this is not the whole lyrics. It’s three part that are chosen from the song. But I am going to play you the whole song, and you're going to hear it, and our goal is to fill in the blanks. You have to do this work individually.”  And then, share your answers with your partners in 1 minute. When sharing answers with your partners you can help each other.”  .  **[ICQ**] (“A candy is given for student who answers ICQ question correctly.”)  “Are you working alone when listening to the song and filling in the blanks on your worksheet?” (yes)  “Do you have 2minutes share your answers with your partners?” (no)  “Then how many minutes do you have to work with your partner?” (1min)  (briefly hand out worksheet to the students)  **Students listen for the 1st time. (2min)**  **Ss pair check& Feedback to check answers. (1min)**  (Monitor is required!!  -Monitor if students had any trouble or difficulties filling in the blanks. After checking the answers with their partners, monitor if students have many wrong answers.  -If there’s many wrong answers shown and students have difficulties, teacher has to decide giving students more time to work on with their partner to check their answers, or rather listen to the song once again.)  **[T Notice Ss the time is over]**  **[Instructions]**–Literal Question  .”Now slip over the paper so that it's invisible. We are going to work on answering the questions about the lyrics. But you are not allowed to see the worksheet.”  (briefly hand out Literal, Interpretive, Applied Question Worksheet)  **[Literal Question]**  **Q1. When a man proposed her what did she exactly said?**  **[Play song 1st time-the last part of the song]-**Students listen  T: “Discuss answers with your partner in 1 minute” –T monitors  After 1minute,  Students have time to present their opinions share ideas together.  Check answers with the teacher.  Feedback to check accuracy  Answer: “Can I say something even crazier? Yes!” |
| **(MOnStage Name:** Practice More Detailed Listening – Interpretive Comprehension  **Purpose of this stage:** Ss listen thoughtfully to interpret meaning. Accuracy focused. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  1 min  1 min  1 min  5 min | T  S  S-S  S-T | **[Instructions]**  “Let’s move on to question number 2. Is there someone who can read question number two?”  **Q2. What was the man originally trying to say instead of Sandwiches?**  **[Play song 1st time-the second verse of a song]-**Students listen  T: “Discuss answers with your partner in 1 minute” (Students compare their answers in pairs.)-T monitors  After 1minute,  Students have time to present their opinions share ideas together.  **[Play song 2nd time-the second verse of a song]**-Students listen more carefully than before  Check answers with the teacher.  Feedback to check accuracy.  (Ask students “Do you want to listen to the song want more time, and if needed listen to it one more time.)  Answer: “Sentences”  -Based on English meaning and structure, the man was originally trying to say “We finish each other's sentences.”  When we listen to the songs, they are really completing each other's sentences. But she says “sandwiches” for joke, and the man also hit back saying “That's what I was gonna say.”  It also shows how much they love each other. |

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| **Stage Name:** Production – Applied Comprehension  **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** |
| 1 min  3 min  2 min | T  S-S  S | “Let’s move on to question number three.”  **Q3.What will happen after this song ends?**  “For example, Do you think they really got married? Did they live happily ever after? How many children did they have?  Feel free to share any of your opinion with your partner in 3 minutes.”  [Students share their ideas with their partners.]  After 3 minutes,  Teacher asks “Is there someone who can share their ideas to us?”  [Have time to listen to a few student's opinions.] |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** To end the lesson on a positive feeling, and to handle any classroom management matters before ss go home. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min  5min | S-S  T-Ss  T-Ss | **-Play YouTube that on the screen that includes video, lyrics, and also audio. Sing along together.**  **-Get questions from the students: questions curious things after today's lesson, delayed error correction**  **-Lesson feedback: talk freely together about today’s lesson, tips suggestions etc.** |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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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** |  |  |

**<Love is an open door> Blank out Worksheet**

(Listen carefully to the song, and Fill in the blanks)

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(1)

Okay can I just say something crazy? I love crazy

All my \_\_\_\_ has been a series of doors in my face and then suddenly I bump into you. I was \_\_\_\_\_\_\_\_\_ the same thing Cause like I've been searching my \_\_\_\_\_\_ life to find my own place And maybe it's the party \_\_\_\_\_\_\_ or the chocolate fondue.

(2)

I mean it's crazy. \_\_\_\_\_? We finish each other's Sandwiches. That's \_\_\_\_\_ I was gonna say.

(3)

Can I say something crazy? Will you \_\_\_\_\_ me?

Can I say something even crazier? Yes.

**Questions**

1. When a man proposed her what did she exactly said?
2. What was the man originally trying to say instead of Sandwiches?
3. What will happen after this song ends?

**<Love is an open door> Blank out Worksheet Answers**

(1)

Okay can I just say something crazy? I love crazy.

All my life has been a series of doors in my face and then suddenly I bump into you. I was thinking the same thing Cause like I've been searching my whole life to find my own place And maybe it's the party talking or the chocolate fondue

(2)

I mean it's crazy. What? We finish each other's Sandwiches. That's what I was gonna say.

(3)

Can I say something crazy? Will you marry me?

Can I say something even crazier? Yes.