

Lecture

U12 Co-teaching 1-2: Model Class and Post-Class

I. Pre-Planning and Lesson Goal

- A. The teachers meet monthly to discuss the class schedule and subjects to be taught.
- B. Teachers meet weekly review how they will teach the content. This weekly meeting only takes a few minutes of planning.

II. Presentation of Materials

- A. The NEST teacher introduces the topic and the Korean teacher then elicits topic words students know. The NEST teacher writes what students say on the board.
- B. The NEST teacher introduces the new words to the Ss. The Korean teacher writes the words on the board as the NEST has the Ss repeat them.
- C. The Korean teacher shows one of the new words on a picture card. The teacher says the word (which the students repeat) and passes the card to the NEST teacher who describes what it is.

III. Practicing

- A. The teachers have prepared a dialogue for the students. The Korean teacher models the practice with the NEST.
- B. As the students practice, the teachers move around the classroom and correct errors.

IV. Production of Language

- A. The NEST teacher and the Korean teacher model the role play activity.
- B. The students work in pairs and teachers their progress.

V. After Class

- A. Once the class is finished, teachers discuss the class. Questions to ask include:
 - What worked?
 - What didn't work?

- What should we change for the next class?

VI. Assessment and Feedback

A. At the end of class teachers should take notes on the class.

- What worked?
- What didn't work?
- What should we change for the next class?

B. The review should focus on positive and negative aspects of the class.

C. Discuss how feedback could vary between models other than the team teaching model:

- One Teach, One Observe – The observing teacher provides detailed information about specific students by writing notes during. In this model, the observing teacher can also provide specific feedback on the co-teachers.
- One Teach, One Drift – The drifting teacher can provide more detailed notes on difficulties students had during class.
- Station Teaching – Teachers can take notes on how students used different materials at the different stations during class.
- Parallel Teaching – Teachers can take notes on how students worked with materials. By occasionally switching the parallel class group, teachers can gain further insight on how students worked with content.
- Alternative Teaching – The teacher working with small groups can take notes on individual student's progress. The lead teacher can keep track of how the general class was working and identify students who should work with the alternative teacher in the next session. When students return to the group after alternative teaching sessions, the lead teacher can take notes on student progress.

Lesson Plan

- **Title (Unit):** Food and Health
- **Grade (Level):** High School Grade 1
- **Lesson Focus:** *Speaking and Listening*
- **Objectives:**
 - Students will be able to advertise a specific food item.
 - Students will be able to comprehend words related to cooking and taste.
- **Key Expressions:**
 1. grilled, boiled, baked, fried, pan fried, tossed, steamed, pickled, fermented
 2. salty, sweet, sour, spicy, bitter, savory
 - 3: airy, crunchy, crispy, creamy, oily, chewy
- **Materials:** powerpoint, sample menus, youtube video of advertisement, worksheet

Procedure	Details
<p>Greeting/ Warm-up (3 min):</p> <p>Introduction: (5 min.)</p> <p>Development: (5-10 min)</p>	<p>Teachers will introduce the lesson topic/ objective for the day.</p> <p>Teachers will show a powerpoint to illustrate the target vocab. NET will do a listen and repeat exercise. Teacher will ask concept check questions to ensure students understanding of the word such as “What foods are boiled/ baked... etc”</p> <p>Teachers will ask students to name their favorite foods and restaurants.</p> <p>Teacher will distribute a matching handout to check students’ understanding of the new vocabulary. NET will review the answers to the handout.</p> <p>Teachers will distribute sample menus for the following familiar cuisines: Korean, Indian, American, Chinese, Japanese, Italian, Vietnamese and Turkish. One menu will go to each table of students. Each table will also receive a picture dictionary of ingredients.</p> <p>NET will do a listen and repeat exercise to ensure pronunciation of ingredients.</p> <p>Teachers will show a video and tell students to listen for how a food is cooked and the</p>

<p>Production:</p> <p><i>Group work- 20 minutes</i></p> <p><i>Presentations: 10 minutes</i></p> <p>Reinforcement Activity: (remaining time)</p>	<p>ingredients. http://www.youtube.com/watch?v=NDba0uTTkDw&feature=youtu.be</p> <p>http://www.youtube.com/watch?v=vcQeUth4t8Y&feature=related</p> <p>Students will be given a worksheet to guide them in making their advertisement.</p> <p>At their tables (in groups of 4-5) students will review their menu and create a new dish. They must create an advertisement for their restaurant and the new dish by following the guidelines on the worksheet. Students are encouraged to be creative. Students will present their ads to the class. Each student must speak once during their presentation.</p> <p>Teachers will ask concept check questions to the class to ensure their understanding of their classmates' presentations.</p> <p>Students will vote on the best advertisement.</p> <p>Teachers will distribute worksheets. Two students from each group will be the waiters/waitresses. The remaining students are customers. They must visit each restaurant and order food using the dialogue on the left hand side of their hand out. Students should record their interactions in the allotted spaces.</p>
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