



2012 EPIK Co-teaching Video Clip Contest (Gold Prize)

Co-teaching Classroom Management

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Grade 5- Chapter 10: Past Tense



Our aim as teachers is to create an environment that is safe, fun, and develops students' English. Hyeon Jeong and I have varying experiences of education systems both in Korea and abroad. By planning together we find we can create more interesting materials and lessons that keep the learners' interest. We regularly introduce new activities, but also feel it important to have some core activities that provide consistency to the learners. Routine is an essential part of our classes, and one of the reasons we feel this class was a success is because it incorporated methods and routines that we use every day.



Routines

At the start of every lesson a 'Book Check' is done to ensure that all the learners have early interaction with the teachers as well as checking they have their books. Numbered seatshelp us to give out and collect materials, to encourage simple communication ("Four please", "Thank you"), and to keep instructions clear. Checking answers in pairs and teams encourages students to help each other, and build their confidence before answering questions in front of the whole class.



Instructions

Giving instructions is not always easy, and learners can often misunderstand even simple directions. We use various methods to help understanding: 'Simon Says' allows learners to react to instructions non-verbally, and helps to instill confidence for listening tasks. Reading instructions means that the learners practice with familiar language. Having a teacher mime the instructions has gone down especially well, and allows them to produce their own instructions in English.



Activities: Listening and Questions

The listening section is split into two parts. The first, learners listen for 'gist', which is a general understanding of the text. This helps identify the target language.

The second is listening for detail. Learners are given questions, which are read together as a class, answered individually, and then checked together. Listening for detail is a skill that may not come easily to all learners, and needs to be developed. Over time, we have noticed significant improvement with all levels.

The 'Cheese Camp' story comes from a school visit that the students went on a few weeks prior to the class. We used photos from the day in our powerpoint to make it more personal.



Chanting

Drilling can sometimes be a dull task, but there are ways to make it fun. Varying the accompanying movements encourages learners to pay attention, and want to participate. It is an effective tool in practicing pronunciation, as well as raising awareness of rhythm and stress that occurs in English, but not Korean. Breaking the class into different sections can also add a competitive side if we feel the class mood needs lifting.



Dice Game

This helps learners to practice grammatical structures in a fun and personal way. Each picture has set points, and the team with the most points at the end receives 3 stars. Working as a team, learners have time and a structure to help them produce the target language. Quicker

learners are encouraged to use a wider range of vocabulary with the 'special sentences' whilst slower learners can create sentences at their own pace with the help of their team mates. This helps to build confidence for the last activity Walk and Talk.



Walk and Talk

This is one of our, and the students' favourite activities. Students love being able to interact with their peers. Confidence built from previous activities allows the slower learners to practice without the pressure of getting it absolutely perfect- having the opportunity to make mistakes is very important when learning a language. The use of a 'survey' means that learners want to speak to as many people as possible, as well as listening for detail in the replies.

For quicker students it is a chance for them to use language that they may have learnt outside of the classroom. As teachers it is important to monitor for a number of reasons. As with most mingling activities, the first thing to do is to make sure that everyone is on task. Teachers can help those still lacking confidence by practicing with them for a brief time, before encouraging them to join the rest of the class. The second benefit of monitoring is that you can 'sweep' for errors in language without interrupting. We take note of these and can go through them at a later stage. As a teacher it is a genuine pleasure to see them so keen to use the target language.



Reward systems and Classroom management

Classroom management can be problematic at times, especially when conducting class in a fully-English environment. Our classroom management has developed over time to become a successful way to encourage desirable behavior. Rewarding is a lot more effective than punishing and we find that all grades react very well to it. Stars are given for good behavior for example: paying attention, participating in class discussions, and completing team tasks. Seeing others get rewarded, the rest of the teams follow suit and it helps maintain a positive atmosphere.



Stamps are given to the team with the most stars at the end of each class, and when they collect enough these can be exchanged for small prizes.

'Honest Time' derived from when a class had all of their five stars 'wiped out' two minutes into class, giving us nothing to control the class with. Instead we began to give stars back for good behavior. At the end of every class, learners reflect about their own and their peers' performance. One to four 'Honest Stars' gives them one sticker on the board. Five Honest stars equates to 2 stickers, which allows them to reach special lessons more frequently.



Co-Teaching

Hyeon Jeong and I are both very proud of this lesson. We believe it shows the strengths of co-teaching as well as the importance of consistency, routines, and building up relationships with the students. The different sections of this lesson were chosen to complement each other, and improve awareness of language step by step. We do, however, know that we should always be trying to improve day on day, week on week, and that is something that we work incredibly hard at so that we can help the students to develop as much as we can. The result of all this is that we love our jobs, and the kids enjoy learning English.

아이들과 함께 만드는 즐거운 영어 수업

서현정 (충북 부용초등학교)

초등학교 학생들이 흥미를 가지고 즐겁게 영어 수업에 참여 할 수 있도록 만드는 것이 핵심적인 수업전략이며, 원어민 선생님과 함께 본 수업에서 활용한 수업 방법들을 간략하게 소개하고자 합니다.



Routines

Book check 학생들이 모두 자리에 앉으면 교과서를 가져왔는지 팀별로 확인하여 수업 준비를 합니다. 책을 모두 가져온 그룹은 one star를 얻습니다. 선생님은 학생들이 수업 전 준비가 되었는지 확인할 수 있으며, 모든 학생이 공부할 준비가 되었는지 스스로 확인 할 수 있습니다.

Numbered seats 학생들이 앉은 자리에는 지정된 번호가 있습니다. (팀별로 1번부터 5번까지 주어집니다) 지정된 번호를 통하여 학생들은 수업시간에 활용하는 교구들을 가져가고 가져오며, 이때 간단한 대화를 할 수 있습니다. ("Four please", "Thank you") 수업 시간에는 짝을 지어 서로 도와가며 과제를 할 수 있습니다.

Teams 팀을 통해 팀원들은 스스로 문제를 풀어본 후 자신들의 답이 맞는지 팀원들과 답을 체크 해 볼 수 있으며 서로 도와가며 공부할 수 있습니다. 또한 수업시간에 서로가 바른 태도로 공부할 수 있도록 격려해 줍니다.



Instructions

수업이 시작되면 학생들이 지난 시간에 배운 내용review과 수업 주제에 맞추어 간단한 활동을 합니다. 학생들이 지난 수업을 잘 이해했는지 확인하며 수업의 도입을 흥미있게 유도할 수 있도록 simon says, reading, mime으로 시작합니다. reading은 학생들이 쉬운 단어로 구성된 문장을 통하



여 읽기 연습을 할 수 있으며, 각 학년 레벨에 따라서 단어의 난이도는 조절됩니다. 또 선생님이 보여주는 mime을 통해 학생들이 각 마임에 맞는 문장을 말하는 말하기 연습을 할 수 있습니다.



Activities

Roleplay and Questions 이 활동을 통해 학생들은 듣기 연습과 문장으로 된 문제를 읽는 연습, 문장형식으로 된 대답을 완성하는 연습을 할 수 있습니다. 활동에 앞서 선생님은 대화의 내용이 과거형인지 현재형 또는 미래형인지 생각할 수 있는 질문을 합니다. 역할극이 끝나면 학생들과 함께 대화내용이 과거형이며 왜 그렇게 생각하는지 질문합니다. 이 활동을 통해 학생들은 자신이 배우고 있는 내용이 과거형이며 과거형을 나타내는 동사와 명사들을 확인 할 수 있었습니다. 또한 question sheet를 통하여 학생들이 잘 이해했으며 또는 어려워하는 내용이 무엇인지 체크합니다.

The chorus 수업을 통해 배운 문장을 강세와 리듬에 맞춰 큰 소리로 연습해 보는 활동입니다. 학생들은 영어특유의 강세에 맞춰 말하기 연습을 할 수 있으며, 박수를 치며 즐겁게 리듬감을 익힐 수 있습니다. 또 한국어 다른 영어의 강세와 리듬감에 대한 관심을 갖게 합니다.

Dice game 주사위 던지기 활동을 통해 학생들은 주어진 시간 안에 주제 문장에 대해 연습을 하게 됩니다. 주사위를 던지고 말하기 연습을 하면서 자연스럽게 문장 구조에 대해 익히게 되며 팀원들과 함께 활동함으로 영어문장에 능숙하지 않는 학생들은 다른 친구들에게 도움을 받아 함께 활동 할 수 있습니다. 활동이 종료되면 가장 많은 점수를 얻은 팀은 stars를 얻습니다. 주사위 게임은 학생들이 다음 활동인 walk&talk에 대해 준비하고 자신감을 갖게 해 줍니다.

Walk and Talk 학생들이 교실을 돌아다니면서 학습한 문장을 활용하여 자유롭게 듣고 말하기 연습을 하는 활동입니다. 학생들은 주제 단어 뿐 아니라 자신이 원하는 단어를 활용하여 자유롭게 대화 할 수 있습니다. 친구들과의 1대1 대화를 통해 주의깊게 듣고 말하며 교실 밖에서의 영어활용에 대한 자신감을 얻을 수 있습니다. survey를 통하여 학생들은 가능한 많은 친구들과 대화를 하게 될 뿐 아니라 친구의 대답에 집중하게 됩니다. 이렇게 하여 자신들의 워크씨트를 완성할 수 있습니다. 선생님들은 학생들이 활동을 잘 할 수 있도록 격려하며 어려움을 느끼는 학생에게 도움을 줍니다.



Reward systems and classroom management

학생들이 수업시간에 잘 집중하고, 수업에 적극적으로 참여하며, 팀원과 함께 과제를 잘 수행하는지 체크하고 점검하기 위하여 보상 시스템을 활용하였습니다. 각 팀원들이 긍정적인 수업태도 (열심히 공부하기, 집중하기, 함께 과제 수행하기등)를 보이면 선생님은 star를 줍니다. 예를 들어, 학생들이 수업에 집중하지 않고 떠돌고 있을때 선생님은 "team"(집중하라는 구호)을 외칩니다. 이때 한 팀이 선생님의 말에 집중하면 "Team F thank you very much for listening"말하며 star를 줍니다. 그러면 이내 다른 팀들도 긍정적인 행동을 따라하여 선생님 말에 집중하게 됩니다. 이 시스템으로 수업태도가 좋지 않았을 때 혼을 내고 벌을 주는 것보다 더 긍정적인 효과를 얻을 수 있었습니다. 수업이 끝나면 각 팀의 별의 개수를 세어 가장 많은 별을 모은 팀원들에게 각자의 stamp sheet에 도장을 찍어 줍니다. 그리고 정해진 수만큼 모은 친구들은 작은 선물을 받습니다.

Honest time을 통해서 학생들은 수업시간에 바르게 앉았는지, 열심히 공부했는지, 팀원과 함께 협력해서 공부했는지, 친구들에게 친절하게 대했는지 생각 해 보고 스스로를 평가 해 봅니다. 또한 만약 자신의 태도가 좋지 않았다면 스스로 반성하며 자신을 되돌아보는 시간을 갖습니다. 1-4개 사이의 honest stars는 스티커 별 1개를, 5개의 honest stars는 스티커 별 2개를 얻을 수 있습니다.

또한 학생 한 명을 추천하여 Sticker person을 뽑습니다. 그 날 당첨된 Sticker person이 "Can I have one sticker?"라는 대화를 통해 자신의 반에 해당되는 표에 스티커를 붙이고 날짜를 적습니다. 정해진 스티커가 다 모아진 반은 영화보기 등 특별한 수업을 할 수 있습니다.



Thank you for reading my essay

수업이 마치면 Daniel teacher와 함께 하루 동안의 수업을 평가해 봅니다. 또한 다음 수업을 위해 더 개선해야 할 점은 무엇인지 함께 생각합니다. 앞에서 소개한 내용들을 수업에 활용하시면 보다 효율적이고 즐거운 영어 수업이 될 것이라 생각합니다. 지금까지 저의 essay를 읽어주셔서 감사드립니다.

Lesson Plan

Julie Seo & Daniel James-Watling

● **Unit Title:** How was your Chuseok? (3/6 period)

● **Grade (Level):** Elementary School/Grade 5

● **Lesson Focus:** Speaking

● **Objective**

- Students will be able to express what they did and how they felt in past tense.

● **Key Expressions & Vocabulary**

- Where did she go? / She went to ____.

- What did she do there? / I made ____.

- How was your day?

● **Materials:** 24 question sheets, 6 special dice, 6 team score sheets. ppt for questions, chanting, dice game, and walk and talk. 24 'Walk and Talk' sheets,

Procedure	Details	Materials
Introduction (5 min)	<p>● Greetings</p> <p>GT: "Hello everyone. How are you?"</p> <p>Ss: "Good thanks! You?"</p> <p>GT: "I'm good too. Let's do a book check!"</p> <p>KT: Stars on board. Reading the days activities with the class.</p>	N/A
	<p>● Warm-up Activity: Simon Says</p> <p>GT: We're going to play Simon says. If I say 'Simon says' do we do the motion?</p> <p>Ss: "YES!"</p> <p>GT: "If I don't say 'simon says' do we do the motion?"</p> <p>Ss: "No!"</p> <p>* Start simon says with basic movements, then move onto past tense verbs. e.g. I played football, I studied English.</p> <p>* Finally move on to giving instructions for the next task. 'Simon says we are going to listen and watch a roleplay.' 'Simon says</p>	24 Point cards.

Procedure	Details	Materials
	<p>there are 4 questions'. 'Simon says work by ourselves and then together'</p> <p>* Students invented motions for this instructions so are known by most. Instead of being 'out' students tear off a token from their strip.</p>	
	<p>● Questions: Part 1</p> <p>KT: * Check understanding of instructions given from simon says. 'How many questions?' 'Are we working by ourselves or in teams?'. We're going to listen two times. The first time, try to think if the dialogue is in the past, present or future, and why.</p> <p>GT: Supporting with 'past, present, future' motions. Stars.</p> <p>KT: "Let's watch and listen"</p> <p>Ss: "Ready, Steady, Go!"</p> <p>KT: Hi Dan! How're you?</p> <p>GT: I'm good thanks. How was your day?</p> <p>KT: It was good. I went to cheese camp!</p> <p>GT: What did you do there?</p> <p>KT: I made pizza and cheese.</p> <p>GT: Oh wow!</p> <p>KT: And we ate spaghetti! How was your day?</p> <p>GT: Really boring, I just cleaned my room.</p> <p>* KT & GT to monitor groups and provide guidance if necessary.*</p>	<p>Ppt with past present future pictures</p> <p>Script</p>
Practice (20 min)	<p>● Questions: Part 2</p> <p>KT: 'Lets read the questions together. 1: Where did Julie go? 2: What did Julie make? 3: What did Julie eat?</p> <p>GT: Computer and Stars</p> <p>* Ss: Collect questions sheets*</p>	<p>24x question sheets</p>
	<p>● Chants</p> <p>GT: Ok everyone let's do some chanting. I'll go...?</p> <p>Ss: First!</p> <p>GT: You go...?</p> <p>Ss: Second!</p> <p>* Leading the chants with target language. E.g. How was your day, I ate pizza, etc. Clapping to emphasis stress. Ask students <i>why</i> we clap.*</p> <p>KT: Supporting with movements, computer and Stars. Stars given for effort and enthusiasm.</p>	<p>Ppt. with Target Language</p>



Procedure	Details	Materials
	<p>● Dice Game</p> <p>KT: Now we're going to play the dice game. Every team has 1 special dice with 6 pictures on, and assigned points e.g. 'i made____' = 3 points. Students role the dice and respond to whatever picture is shown on the dice. (E.g. 'I made pizza'. 'Special sentences' are worth 6 points, and Ss must think of their own phrase.)</p> <p>* Check understanding of tenses*</p> <p>The team with the most points at the end will get 3 stars.</p> <p>Ss: number 2s to collect materials, 3s to give them back once task is completed.</p> <p>GT: The winner was 'Team (A)'</p>	<p>6 special dice</p> <p>6 score sheets</p> <p>1 ppt for demonstr- ation</p>
Production (13 min)	<p>● Walk and Talk</p> <p>GT: Now we're going to play Walk and Talk. Everyone will have a survey. Then we're going to stand up, meet our friends, and do rock paper scissors. The winner asks the question (how was your weekend) , and the loser answers (it was great, I met my friends'.</p> <p>'Whatever answer you hear, mark it on your sheet with a pencil. The person with the most points at the end will get a stamp. But lets remember to be honest, please'.</p> <p>* Do an example with KT*</p> <p>* Check understanding of instruction e.g. 'Are we standing up or sitting down?' 'Who says the question, who says the answer?' etc.</p> <p>KT: *Demonstration with GT. Computer and stars .*</p> <p>* KT and GT monitoring task, checking participation and sweeping for errors.*</p>	<p>Ppt demonstr- ation.</p> <p>24 survey sheets.</p>
Closing (2 min)	<p>KT: 'Let's count!' *count the stars given to teams during class with the students*</p> <p>GT: What time is it?</p> <p>Ss: Honest time!</p> <p>GT: 'Was everybody sitting nicely, watching, listening, quiet, studying hard, trying hard, working together and being nice to our friends?'</p> <p>Ss: Vote by a show of hands whether they think 1-5 stars.</p> <p>* Sticker person randomly selected to put stickers on board.</p>	<p>Stickers, Honest stars and stamp.</p>