



2015 EPIK CO-Teaching Video Clip Contest
(Gold Prize)

Lesson 5. Where is My Bag?

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Before coming to Korea I had a limited idea of what co-teaching would be like. Overall it has been a positive experience but not without the embarrassing amount of mistakes made in the first few months. What I had learned prior to teaching was vastly overshadowed by the actual experience itself. I had no way of effectively teaching the students and lacked the foresight for many classroom issues. With co-teaching, I have learned so much about how to be an effective teacher by observing how my co-teachers taught. I learned that working together as a team and delegating different roles is not only beneficial for the teachers (so that they can focus on effectively teaching different sections of a lesson), but also important for students to learn how to effectively communicate based on the teachers they observe.

Before we plan every lesson I think to myself, "How can we (the teachers) give students the most opportunities to practice their English?" Choi Boram and I have been teaching together for less than one year but we are both confident in our abilities to give our students a positive and active learning environment. We both believe that students learn best by actively participating in the lesson and thus we continue to encourage them to do so. This common goal is the foundation for all of our classes together. From this standpoint, we create our lessons to be versatile and interesting for the children. Therefore we adapt and adjust our co-teaching style to reflect this.

In the following paragraphs, I will elaborate on our co-teaching methods we practice along with some techniques we use in the classroom. Finally, I will reflect on how we worked together for this lesson.

We change styles of co-teaching based on the activities we do in class together. We use two models of co-teaching; Lead & Support and Team teaching. As mentioned above, we adjust the styles of co-teaching in order to meet the goals of the class we must accomplish.

The first and most used style is Lead & Support model. With this model, Boram and I

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agree to divide leading different activities throughout the lesson. The teacher who leads the class is the one who commands the attention of the students by asking questions and modelling the key expressions. The key role of the support is to act as a guide for the students. They will model what we expect them to do. If the lead teacher asks the students to do the “MIRROR” activity, the support will help by modelling what the students should be doing. Or if the lead teacher is explaining the game, the support will demonstrate the rules of the game by gesturing and using props to further illustrate the lead teacher’s instructions. Another way the support will work is to keep students on-task by periodically walking through the aisles and checking the student’s posture and attention.

The second model we use is Team Teaching. In this co-teaching model, we try to share our roles equally in class. This model is commonly used to demonstrate smaller activities we have in class and to start/finish the class. We typically model dialogues that the students will practice with their partners. We also utilize this model to take turns explaining and asking students questions (in English/Korean) about what they are learning to gauge how much they understand.

Throughout the lesson we change co-teaching styles to meet the targeted language skill for that lesson. In addition to the above, we try to be conscious of the balance between teachers talking time and students talking time.

We use different teaching techniques to maximize student’s participation in class. The English department at Geulkkot elementary school uses “Power Teaching” which demands the full attention of our students so that they are active learners rather than being passive learners.

- Talking Train: This activity requires students to listen to what their friend’s said and repeat after them. Teachers will call on a student to answer the question. After the student answers the teachers will call out, “TALKING...” Students will call out: “...TRAIN CHOO CHOO!” The teachers will make a row of students repeat the same sentence one by one to check their pronunciation and intonation. Teachers will help correct students as needed.
- Mirror: The teachers will say a dialogue with gestures and the students must “mirror” what the teachers do. This activity can also be led by a student. After the students copy the leader, they will practice it once more in pairs. One student will lead and the other will copy what they do and say. When they are finished they will switch roles when the teachers give the signal (Uh-uh SWITCH!).
- I’m A Rapper: The teachers lead this activity by asking a question and students will

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echo back an answer. This is a great way to get the students more passionately involved in the lesson if they are fond of music. The teachers can make the experience even sweeter by wearing baseball caps and sunglasses.

We vary the activities and use them when they are necessary. Sometimes we use them to keep the students attention, and other times to check how they are individually doing.

To conclude, Boram and I have learned how to effectively co-teach together to make a positive and active learning environment. We prioritize how to maintain the student's interest in lesson and how to get them actively participating in the class so they can continue to improve their English skills. Together we try to create examples for the students to mimic so they can develop proficient conversation skills. Apart, we support one another during the respective assigned periods in order to maintain class order and demonstrate one another's message so students can understand the lesson. Co-teaching is an important asset to English language education and spreading cross-cultural awareness to all classrooms.

Lesson Plan

- **Title (Unit):** Where is My Bag? (Period: 2 / 4)
- **School level/Grade:** 4th Grade
- **Lesson Focus:** Speaking, & Listening
- **Objectives:**
 - Students will be able to ask and answer where an object is.
 - Students will be able to know how to use the prepositions; on, in, and under.
- **Key Expressions:**
 1. Where is the bag/doll?
 2. It's on/in/under the sofa.
- **Materials:** Box with lock, box, Larva doll, frog doll with key, clear box, 7 magnetic boards, 7 bags with magnetic picture cards inside, baseball caps and sunglasses.

Procedure	Details
Presentation: Introduction of Content and Language	Class Warm-up: <ul style="list-style-type: none"> - Both KT & NT greet the class together. 'Good morning class!' - The KT & NT will model a small dialogue that asks and answers how they are feeling. The students will then say the dialogue with their partners. <ul style="list-style-type: none"> ◆ NT: Please ask your partner how they are doing. <ul style="list-style-type: none"> ▪ How are you today? ▪ I'm very well/okay/bad. Switch! Review & Check <ul style="list-style-type: none"> - NT & KT will say some sentences while demonstrating the sentences using a Larva doll and a box. Students will listen the sentences and make an O or an X with their hands based on if the sentence matches the doll's position. <ul style="list-style-type: none"> ◆ KT: Where's the doll? ◆ NT: The doll is in the box. (NT has the doll in the box) Motivation <ul style="list-style-type: none"> - Students will watch a video clip and will think about the objective for today's lesson <ul style="list-style-type: none"> ◆ NT: What sentences did you hear in the video clip? ◆ NT: Can you guess what we are going to study today? Presenting today's Objective (KT)

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Procedure	Details
(Time: 5)	<p>- KT will present today's objective: 사물의(위치)에 대해 묻고 답해 봅시다.</p> <p>Lesson Agenda</p> <p>- KT will outline what activities the students will be doing today.</p> <p>[Activity 1] Look & Say [Activity 2] Talk & Play [Activity 3] Play & Act</p>
<p>Development: Students begin to work with the language</p> <p>(Time: 7)</p>	<p>[Activity 1] Look & Say Class Arrangement: Whole</p> <ul style="list-style-type: none"> - KT introduces the characters to the students. - KT will show a picture of the story to the students. They will look at the picture and guess what the person is looking for. <ul style="list-style-type: none"> ◆ KT: Look at the picture. What is she looking for? ◆ S: She is looking for a bag/glasses. - Students watch the video clip and understand what the characters are looking for. - Teachers will ask some questions to check the students listening comprehension. <ul style="list-style-type: none"> ◆ Where are the glasses? <ul style="list-style-type: none"> ▪ It's under the sofa. ◆ Where is the bag? <ul style="list-style-type: none"> ▪ It's on the table. <p>Listen to the dialogue again and repeat line by line.</p>
<p>Production: Students internalize and use the language</p> <p>(Time: 10)</p>	<p>[Activity 2] Talk & Play Class Arrangement: Whole → Pairs → Whole</p> <ul style="list-style-type: none"> - The NT will show some pictures and students must make the correct sentence. After, the teachers will use TALKING TRAIN activity to check each student's pronunciation and intonation. NT will correct students as needed. - KT and NT will model a short dialogue based on the sentences the students said. Students will practice it with their partners using the MIRROR activity. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A: Where is my bag/watch/pencil/book/guitar/doll/cat? B: It's (on/under/in) the (bed/table/desk/bag/sofa/bed/piano)</p> </div> <ul style="list-style-type: none"> - KT will use a doll and a box and the NT will ask students to say the correct sentence based on where the doll is. <ul style="list-style-type: none"> ◆ NT: Where is the doll? <ul style="list-style-type: none"> ▪ S: It's in the box. <p>The teachers will do, "I'm a Rapper" activity with the students.</p> <ul style="list-style-type: none"> - Students will practice saying the expressions to the beat of the zetrone. KT will demonstrate what students should say and the NT will lead the rap. Then teachers will switch roles and speed up the tempo. <ul style="list-style-type: none"> ◆ Boys ask first, girls answer later. ◆ Girls ask first, girls answer later

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Procedure	Details
<p>Production: Students internalize and use the language</p> <p>(Time: 13)</p>	<p>[Activity 3] Play & Act [Class Arrangement: In Groups]</p> <ul style="list-style-type: none"> - The KT will show a secret box to the students and tell them how to find the key to open the box. - Students will listen to the rules on how to play the game and play using the picture cards to find the key. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Let's Find the Key!</p> <ol style="list-style-type: none"> 1. Make groups of three or four students. 2. All group members try to remember the objects position. 3. Each student will take out one picture card in the bag and ask, "Where is the _____?" 4. The others answer where the object is. 5. The asker will put the picture card in the correct place. 6. Students will take turns and continue the game. </div> <ul style="list-style-type: none"> - Students will say where the objects are to their friends. Teachers will check the progress in all groups and assist low level students. - Teachers will put the big object cards on the picture board (room) and turn the object cards over to show the hints. <ul style="list-style-type: none"> ◆ Teachers: What can we ask? ▪ Ss: Where's my _____. ◆ Teachers: What is the answer? ▪ Ss: It's in/on/under the _____.
<p>Wrap-up Assessments or other work</p> <p>(Time: 5)</p>	<p>Wrap-up [Class Arrangement: Whole]</p> <ul style="list-style-type: none"> - Students look at the hints and put them into the correct order. Students will say the answer to where the key is. <ul style="list-style-type: none"> ◆ KT: Where is the key? ▪ Students: It's in the doll. - One student will volunteer to find the key and open the box. <p>Lesson Closing</p> <ul style="list-style-type: none"> - The KT shows the sentence card from a secret box and lets the students guess what they will do in the next period. <ul style="list-style-type: none"> ◆ Can you guess what we will learn? ▪ We are going to do a writing activity!

● **Anticipated Problems & Solutions:**

- **Students talking During the Lesson:** Teachers can stop the lesson and kindly ask the students if they have any questions about the lesson. If they do, they can ask in Korean to the KT. However, if students don't have any questions and are engaging in disruptive behavior, the teachers can move the class point total down one point.
- **Students Don't Understand the Game:** When the teachers are finished explaining the game rules to the class, they will check the student's comprehension by asking the class what to do in certain situations. Teachers will ask, "When you take the card out of the bag what do you say?" "Where is the _____?" Then the teacher will finally ask, "What will the asker do last?" Students should answer, "Put the picture card in the correct place." If students have difficulty answering any of the above questions, they may answer in Korean.
- **Students Don't Stay On Task During the Game:** Teachers will walk around and periodically check to see if students are on task in their groups. If any groups are off-task, teachers will give a verbal warning and try to guide the group back into the activity. If the group continues to stray off task, the teachers will write the group number on the board and that team will be exempt from the "Halloween Stamp."