

### < Teaching Demonstration #3 Plan >

	Date	Name	Topic	Contents
1	7/23	Mary, Karen	Self Introduction	Voice recognition technology
2	7/24	Soojin, Hyein	Global Research	Germany, Vietnam, etc. <a href="#">TTP Down Under</a>
3	7/25	Bella, Lia	Shopping & Money	Speaking Focused Scavenger Hunt
4	7/29	Jin, Lily	Popsong & Poem	Planet Song, Poem Using Mentimeter
5	7/30	Julia, Ella	Translation & Interpretation	Movies, Google Translate, Papago
6	7/31	Cele, Edward	Introducing Korea	Using picture cards(Solarium)

#### Empathy Maps

[https://dschool-old.stanford.edu/groups/k12/wiki/3d994/empathy\\_map.html](https://dschool-old.stanford.edu/groups/k12/wiki/3d994/empathy_map.html)

<https://www.oakland.edu/Assets/Oakland/galileo/files-and-documents/Empathy%20in%20Your%20Classroom%20Teachers%20Guild.pdf>

[https://startempathy.org/wp-content/uploads/2015/10/StartEmpathy\\_Toolkit.pdf](https://startempathy.org/wp-content/uploads/2015/10/StartEmpathy_Toolkit.pdf)

<https://dieswaytoofast.blogspot.com/2017/09/empathy-maps-v2-now-with-bighead.html>

## 본 과정 교육시간표

BUFS 시설안내

매주 월~금 09:00 ~ 18:00 1d 7h (총70h) #식사및 휴식시간제외

구분	시간	내용	장소
식사	08:00 ~ 08:50	조식	기숙사식당 (B1)
1교시	09:00 ~ 09:50	정규수업 I	강의실 (A312)
2교시	10:00 ~ 10:50	정규수업 I	강의실 (A312)
3교시	11:00 ~ 11:50	정규수업 I	강의실 (A312)
식사	12:00 ~ 13:10	중식 / 휴식	식당 / 기숙사
✓ 자율학습	13:10 ~ 13:50	For TTP Teachers	강의실 (A312)
4교시	14:00 ~ 14:50	정규수업 II	강의실 (A312)
5교시	15:00 ~ 15:50	정규수업 II	강의실 (A312)
6교시	16:00 ~ 16:50	정규수업 II	강의실 (A312)
7교시	17:00 ~ 17:50	정규수업 II	강의실 (A312)
식사	18:00 ~ 19:50	석식 / 휴식 / 과제진행	식당 / 기숙사
자율학습	20:00 ~ 21:50	Daily 복습 (유학생과의교류 주원)	제한없음
일과종료	22:00	자유시간 / 취침	기숙사

TTP Teaching: July 23, 24, 25, 29, 30, 31

## Survival and Business English

	Date	Topic	
1	19.07.22 (Mon)	Introducing myself Airport – Ticket check in, Immigration	Vocabulary & Expression Speaking activity Writing a letter or an e-mail
2	19.07.23 (Tue)	Direction Post office	Vocabulary & Expression Speaking activity Writing a letter or an e-mail
3	19.07.24 (Wed)	Booking Ticket and Accommodation for a business trip	Vocabulary & Expression Speaking activity Writing a letter or an e-mail
4	19.07.25 (Thu)	Ordering coffee and food at a restaurant	Vocabulary & Expression Speaking activity Writing a letter or an e-mail
5	19.07.29 (Mon)	Bank Hospital	Vocabulary & Expression Speaking activity Writing a letter or an e-mail
6	19.07.30 (Tue)	Job fair Introducing business	Vocabulary & Expression Speaking activity Writing a letter or an e-mail
7	19.07.31 (Wed)	Leaving a message Looking for someone	Vocabulary & Expression Speaking activity Writing a letter or an e-mail
8	19.08.01 (Thu)	Company's good and bad news	Vocabulary & Expression Speaking activity Writing a letter or an e-mail

TD#2

Name	Topic
Jin	Storybook - an interactive way to read and write
Lia	Storybook Activity(topic : family, adoption)
Lily	SCW(Spinning Chain Writing) using Superlative form and Listening with Planet Song
Julia	Online-based platforms using class (topic : travelling)
Hye In	Rewriting the Lyrics of the Songs
Celeste	Designing various creative writing courses
Soojin	Reading Activity
Bella	Making grammar explaining videos on Youtube
Karen	Steam Education Combining Drama, Korean History with English through Plays
Edward	Reading Activity Using HP Reveal Application (Augmented Reality)
Ella	Translation and Interpretation with Machine Translation Tools
Mary	Film English with a silent short movie

### Materials Development Project Plan [Jeff's Example](#)

Creative Writer's Handbook 14

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=104923193>

The Little Book of Big Word Puzzles 14

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=45909390>

Logic 2: 200 Puzzles from The Nation No. 1 Newspaper

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=11242180>

Word Games for Clever Kids

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=163172974>

Puzzle Baron's Logic Puzzles

<https://www.aladin.co.kr/shop/wproduct.aspx?ItemId=4886631>

Easy ESL Crossword Puzzles

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=25763172>

100 Task Cards Series

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=93095315>

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=93095314>

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=93095316>

Discover Debate

<https://www.aladin.co.kr/shop/wproduct.aspx?ItemId=947235>

Discussion Process and Principles

<https://www.aladin.co.kr/shop/wproduct.aspx?ItemId=947234>

This is How We Do It

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=89564193>

Mindful Me

<https://www.aladin.co.kr/shop/wproduct.aspx?ItemId=118537248>

<https://www.aladin.co.kr/shop/wproduct.aspx?ItemId=118537325> (activity book)

Clear Speech

<http://www.aladin.co.kr/shop/wproduct.aspx?ItemId=119106956>

## Overseas Show & Tell Batting Order

1. Bella
2. Julia
3. Lia
4. Hye In
5. Lily
6. Mary
7. Jin
8. Soojin
9. Karen

10. Edward

11. Ella

12. Celeste

## **Activity/Method:** novel study

one month project

rubric : title page 5%, vocabulary 5%, chapter note 30%,  
summary 20%, written assignment 20%, presentation 20%

- after students learn about novel(plot, character, structure, analysis), they choose a book each
- read the book everyday and take chapter note(main event in each chapter, summary, quotes, character list, their thoughts etc)
- for vocabulary assignment, students have to create a crossword puzzle and answer sheet
- after finishing the book, they draw a title page that shows the book's theme
- summarize the whole story
- for written assignment, students can choose from the following options :
  - writing a newspaper article about the book, writing an alternative ending,
  - writing a diary as a character of the book, writing an interview (questions & answers)
- for presentation, students can choose from the following options along with summary, character analysis, their opinion on books in forms of PPT or prezi :
  - video of interview pretending they are the characters from the book
  - introducing at least 3 songs that relates to the story/character/book
  - acting out a scene, creating a commercial

## **Adaptation:**

this year our school bought 5 sets of books of 30, for english book reading  
but next year I want to try this activity, maybe for summer vacation assignment

rubric can be changed into : vocabulary(word list, word search, crossword puzzle) 10 %  
chapter note(character analysis, summary) 30%  
written assignment(article, interview, alternative ending) 30%  
presentation(song, acting, interview, commercial) 20%  
fluency 10%

## **Pros:**

students can choose their own book & ways to present

(some explained their reason for picking that book)

students can learn about many different books, learn how to review/analyze a book in various ways,  
show their creativity, enhance their english speaking ability along with presentation skill

## **things to think about:**

where would students choose books? school library? global village?

on what criteria would students choose books? should I give reading list?

how can I spare that much time in class? will it be possible?

what would happen if I give this assignment as homework?

wouldn't that be too much burden to them?

**Activity/Method:** Music project based on google classroom

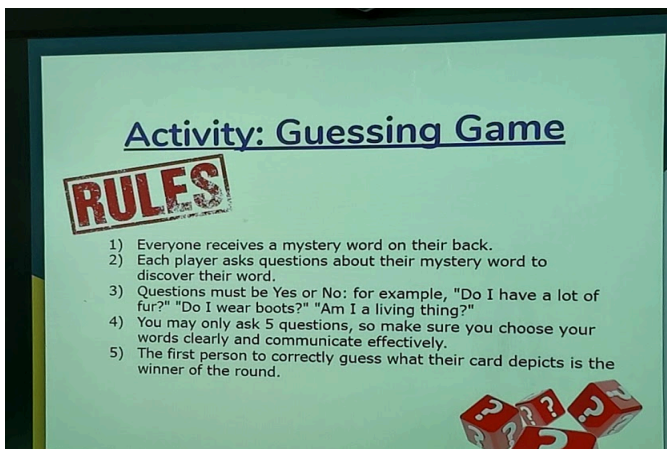
**Adaptation:** English class, Culture learning in theme class, Cooperative class with music

**Pros:** Student friendly class (they choose, analyze and sing the song keeping on the process in google classroom)

**Activity/Method:** Guessing game

**Adaptation:** Building up the strategy to communicate

**Pros:** Students keep asking for clues with questions. They ask and answer.



**Activity/Method:** Google earth (steam education)

**Adaptation:** English class, Culture learning in theme class, Cooperative class with music

**Pros:** students well engaged in class

1) Students travel around the world by google earth to solve the game.

2) Teacher ask what the capital city of the country is. Students find out the answer using laptop.



**Activity/Method:** Korean culture class

**Adaptation:** Bomb Game Template(using the original contents we prepared here)

## Character

**What is the most adorable character among children in South Korea?**

1



2



3



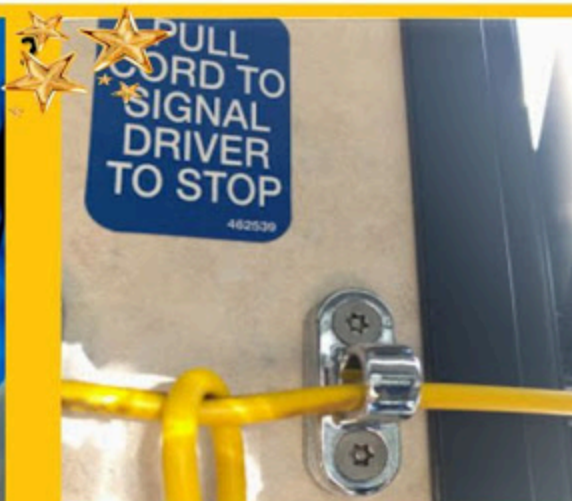
4



## Transportation

**Which one cannot be found in the buses in South Korea?**

1





**Pros:** Good for raising students' interest and engagement in learning

**Cons:** Sometimes too engaged in the answering the questions or getting the points to focus on the real game itself and Korean culture learning

**Activity/Method:** Making bookmarks with dried pressed flowers

## Let's make bookmarks with dry pressed flowers



**Adaptation:** letting the students write their names in Korean

**Pros:** good engagement in learning



**Cons:** Lots of students wanted to write something else except for their first names in Korean. So More help than I expected was needed when I let the students decorate their own bookmarks. Or before letting the students make bookmarks on their own, writing a lot of example phrases in Korean in advance will be helpful to manage the class.

**High-rise apartment complex**  
**special needs**  
**mainstreamed**  
**pull-out**  
**ethnicity**  
**armistice**

# Seinfeld

## Double Dipping

### Letter Swap

Bus > Car

But

Bat

Cat

Car

Bar

Bat

Bad

Sad

Say

Hay

Hat

Hut

Hot

Dot

dog

Bus > Dog

Hate > Love

Take > Give  
Board > Learn  
Class > Trust  
Work > Play

**Give**

**Gave**

**Gate**

**Late**

**Lake**

**Take**

**Hate**

**Date**

**Dave**

**Dove**

**Love**

**Hate**

**Late**

**Lave**

**Love**

## TEE Tweaks - Session #1 (Secondary)

1. I'd like to hear your feedback.
2. I will explain new vocabulary (words) to you.
3. You can see 12 letters on the screen.
4. I will ask you some questions (by) using plickers.
5. You should make a sentence with these letters..
6. Are there any words, phrases or sentences that catch your eye?  
capture/grab your attention
7. I want you to take a moment to reflect on your own study and write in your study journal.
8. If you get it wrong, you have to move back to the previous space.
9. To achieve these goals, we are going to do three activities.

10. Can anyone tell us about your feelings after this class?

describe your feelings

talk about your feelings

11. Make Ss share some ideas for story by using the brainstorming.

Make Ss share some ideas for the story using brainstorming.

Have Ss brainstorm some ideas for the story.

12. The teacher gives the students handouts and has the students do pairworks.

work in pairs / do pairwork

13. On No.6, find the missing words as many as you can.

On No.6, find as many missing words as you can.

14. Let's post your dream job to/on Instagram!

15. Where do you write your sentences?

What.....on?

16. Rock- scissor- paper

Rock Paper Scissors

17. Did you fun?

Did you have fun?

Is it fun?

18. If the spelling is wrong, you can't get a point.

19. The winner is the person who gets the most points in 5 minutes.



20. Let's break into groups

21. Make a poster to introduce your topic.

22. Please guess what the meaning of the word is .

Please guess the meaning of the word.

23. Finish reading whole chapter one.

Finish reading the whole chapter.

Finish reading all of chapter one.

Name	Topic/Source of Experimentation
Mary	Summarizing Paragraphs/Jigsaw
Jin	Jobs (Vocabulary learning,general concepts about topic )
Julia	Grammar point - should have p.p.
Hyein	Literature Class - The Backward Fall
Lia	Vocabulary activities
Soojin	
Lily	Integrated writing activities with reading and grammar
Edward	
Bella	
Ella	
Karen	Reading comprehension by plickers and mentimeter
soowhee	Reading comprehension checkups

Yiddish

<https://www.dailywritings.com/the-yiddish-handbook-40-words-you-should-know/>

Korean Slang

<https://www.90daykorean.com/korean-slang/>

<https://www.fluentu.com/blog/korean/korean-slang/>

## Visible Thinking Core Routines

<http://www.pz.harvard.edu/projects/visible-thinking>

[http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03c\\_CoreRoutines.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_CoreRoutines.html)

## Teaching Workshop - Preparing for the first mini-presentation

Your Task: Find a specific aspect of teaching that you'd like to share and/or workshop. This can be...

- A Method - (e.g. speaking jigsaw, flipped classroom, fluency writing, start with a Bang!)
- A Tool/Resource - (e.g. non-naughty pop songs, Class123, Smartboard)
- A Language Skill - (e.g. past perfect progressive, understanding World English accents, asking for directions)

You can get ideas from your own teaching and observations, something you've experienced at a workshop (including TTP), the TTPKitchen, your TTP Goals, or any other source. You will have 2+ hours of TW time to research this and prepare a mini-presentation. We will start presentations Week#3.

This is an opportunity for you to share and develop something potentially useful to you and your colleagues. Have you ever thought to yourself, "Oh, I'd like to try 'x' in my class, but just don't have the time"? Now you do :)

Please add your brainstormed ideas to these document:

[2019 Brainstorm Topics - Secondary](#)

[2019 Brainstormed Topics - Elementary](#)

You can see brainstormed ideas from last year here:

[2018 Brainstorm-Secondary](#)

[2018 Brainstorm - Elementary](#)

You can also get ideas from the [TTP Kitchen](#)

Create your own [Mini-presentation Overview Form](#), by clicking on that link and selecting 'File/Make a Copy'. Save that document in your Teaching Demonstration Folder.

*Example Overviews from past sessions:* [Secondary](#) [Elementary](#)

----In-class Resources----

## Videos

- [Starting with a Bang!](#)
- [Handshake Q & A](#)
- [Sign Language](#)

Sites to find video examples of words and phrases

- [Playphrase.me](https://playphrase.me)
- [Yarn.co](https://yarn.co)

# Tricks of the Trade

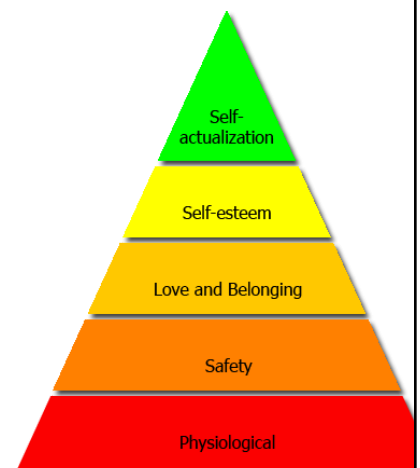
March 7

## Teaching Passion & Motivations

1. Why did you decide to become a teacher, specifically a secondary English teacher?
2. What other careers were you considering?
3. What do you like about teaching? (besides vacation time)
4. What has been the highlight (and lowlight) of your teaching career?
5. How has your passion for teaching changed over the years?
6. How do you try to maintain your passion for teaching?
7. What are the biggest obstacles to staying motivated and passionate as a teacher?

## TTP Goals & Action

- What are your short-term and long-term career goals?
- What are your self-actualization goals?  
(personally & professionally)
- What have been some of your best and worst professional development experiences (e.g. workshops, training programs) prior to BUFS TTP? Why were they good/bad?
- Why did you apply to be part of this program?  
(other than taking a break from teaching)
- Now that you're here, what are you looking forward to?  
What are your concerns?



## Post-mini Presentations Odds & Ends

<http://ttpkitchen.blogspot.com/2017/05/mandal-art-for-teaching.html>

Diamond Writing (SCW - Spinning Chain Writing)  
<http://ttpkitchen.blogspot.com/search?q=diamond>

★보석맵 성혜영

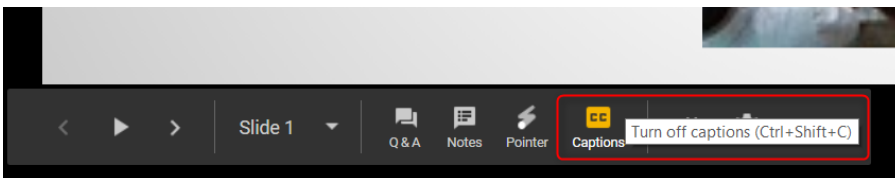
LyricsTraining

- [4 Pics Album](#)
- [4 Pics Album](#)
- [4 pics 1 word](#)
- [100 Pics](#)

<https://musiclab.chromeexperiments.com/Experiments>

<https://experiments.withgoogle.com/>

[Pronunciation Practice](#)



Speech Mimicking

<http://ttpkitchen.blogspot.com/2018/07/speech-mimicking.html>

- [Google Docs Voice Typing](#) [Screencast](#)
- Pronunciation Practice - [Minimal Pairs, Practice Sentences and Paragraphs](#)

### 1st/3rd/2nd Person Story Retelling -

#### First Round:

Students work in pairs answering a basic question like 'What did you do last weekend?' with 5 different sentences (I went, I ate, etc.). Any speaking topic or language structure can be targeted (e.g. tell a travel story/story progressing words, what were you doing in 2015/past progressive). Their partner must remember

and repeat the sentences 'You went, You ate, etc.)

Partners: A-B C-D

**Second Round:**

Students then change partners and must repeat the sentences of their original partner (John went, He ate, etc.). The new partners must also remember what they're hearing.

Partners: A-C - B-D

**Third Round**

Each person is partnered with the person whose story they heard in the second round. They tell each other their partner's own story. Their partner then tells them how accurate they were.

Partners: A-D B-C