Lesson Plan & Journal after the lesson (in June)

Date: June 14, 2004

Class: 1-A   Number of Students: Boys: 17   Girls: 24   Total: 41

Textbook: Milestone English Course   (KEIRINKAN)   Lesson 3 :Hot Peppers

Aim of this lesson:

1. To get used to reading essays and comprehending correctly.

2. To read charts and graphs related to the passage.

3. To get used to explaining / describing charts.

4. To know hot peppers' origin, history, and medical effect and usages.

Allotted Class Periods for this lesson:

1. Introduction & Part 1 pp.25-26 (6/14)

2. Part 2 (6/16) p.27

3. Part 3 (6/23) p.28

4. Part 4 (6/30) p.29

5. Comprehension, For Communication, Grammar, Expressions pp.30-33 (6/30)

6. For review of Lesson 2 & 3 for term exam   pp.14-33 (7/2)

Teaching procedures below is basically for the 1st to the 4th period above.

Objectives as Teacher:
1. To go to the classroom earlier than usual in order to prepare for the lesson.
2. To do all of the activities I have planned
3. To ensure the chances for Ss to do active listening and active reading in every class.

Objectives for Students:
1. To become able to comprehend the contents without translating each sentence precisely.
2. To become aware that they can understand the meaning by phrase (slash) reading.

Teaching Points:
  Active listening and active reading

Procedures:	Time	Assumptions	In-Class Observation
(T)Check Ss' preparation for today's part: the workbook based on the textbook and translation. (S)Listen to today's part repeatedly, while being checked their preparation.	5-10	Only in the 1st term, I always check Ss' preparation, walking along the desks in order for Ss to get used to make preparation for every English class.	A few Ss' answers or translations were the same as the other Ss. But most of them seemed to finish their work by themselves. Most of the Ss listened to today's part carefully. But I could not see if Ss were trying to comprehend the content of today's part.
(T/S)Check answers of the workbook. Ss answer the questions.	5	This workbook has sentences of the textbook with slash marks and questions	Ss got a little nervous, because they were afraid of being picked up to answer. It took too much time for this activity.

		for comprehension. Ss can grasp the outline or main topics more easily before translating.	
(S)Translation Ss read their translation of each sentence that T tells Ss to translate.	15-20	I skip some easy sentences or tell Ss the meanings of easy sentences briefly in order to save time.	Ss were busy checking the teacher's translation. Some of Ss didn't seem to have much confidence in their own translation, even though their translation was good enough.
(S)Review reading 1. Listen to the passage, reading the sentences and Ss' translation on their notebook. 2. Listen to the passage, reading sentences with slash marks on the workbook. 3. Read aloud solely twice, using their textbook. 4. Ss stand up to read aloud as fast as possible (in a fixed time). When Ss finish reading, they can sit down.	10	Try to have Ss listen and read the passage as many times as possible. Emphasize the importance of the contents listening and contents reading.	For 6/14 lesson, I skipped No.2 & No.4 because it took too much time for checking answers for the workbook. Ss listened to the passage carefully, I thought. Their faces looked serious.

Journal after the lesson (6/14~6/30)

- I write down today's items on the board beforehand.   Ss can get to know how the lesson proceeds in advance and can be ready for the next activity.   I thought I could do every lesson rather smoothly.   But I didn't interview Ss on the items on the board.   I should have asked if that was good or not.
- Because of my scolding to Ss on their restlessness and laziness to the school activities last week, most of them did god job during the class.(6/14)
- While checking Ss' homework going through desks, I often have Ss listen to the tape and try to comprehend the passage.   But Ss usually just listen without trying understanding.   For more active listening, I can make some worksheet in order for Ss to concentrate on listening activity.
- I couldn't do all of the activities I had planned, because of my bad habit : too much explanation.   I should think much more about "Time procedure."
- This type of lesson is teacher-dominated class, less Ss' activities!   In this lesson, Ss' activities are in the end of the class.   So, whenever I use more time for the other parts than I've planned, Ss' activities can be reduced easily.
- I videoed my lesson on 6/30.   I always thought to watch my own teaching was very tough job or a kind of torture to myself.(6/30)
- Ss' voice was not so loud.   I should have had Ss stand up to practice reading aloud.(6/30)
- I didn't observe Ss while Ss were listening to the passage.   I usually looked at my textbook to stop the cassette player.(6/30)
- Ss concentrated more on checking their answers of their homework than on reading activities.(6/30)
- The interval time before going into the next activity was a little long.   I often depend on the brief teaching plan on my notebook.(6/30)
- I can't see if Ss are doing an effective reading, contents reading, slash reading, top-down reading, etc.   Even though I interview Ss about how much they can have improved their reading ability, their answers usually come from their feeling.   Even though I analyze Ss' scores of *term exam*, I can't easily measure their improvement.

My ideas for 2004 AR, using ICT

I'd like to train Ss to improve their reading ability : reading speed, contents reading, slash reading, reading aloud, shadowing.   I want Ss to do these kind of activities *cheerfully*.

So, I'd like to use a kind of application software, or existing ready-made software, such as Word or Power Point.   I used Word for the supplementary lessons in summer :   (practice to improve reading speed).   I tried using PC and LCP in 8 lessons in the normal classroom.   According to the results of questionnaires after all classes finished, Ss were satisfied with my class.   But by using Word, I couldn't give lessons smoothly.   Word is not so efficient for this kind of training.   If I am an expert of Word or Power Point, Can I give this kind of lesson rather smoothly and effectively?   I'd like to get some advice from an expert like Mr. So.   If Word is not so suitable for fast-reading training, what can I do?   To tell the truth, I know that Power Point is better than Word, but that it will take too much time to prepare for the lesson by using Power Point.   This is contradiction to this Model Plan's policy.

IMPROVE READING ABILITY

reading speed, contents reading, slash(phrase) reading, reading aloud, shadowing, concentration, effort,

eye movements, eye span, photographic memory, etc.

To make the most of Ready-made software
or
to use a new software