

Lesson Plan

Date: Monday, 14th, June, 2004

Class: 2-1 Number of Students: Boys:18, Girls:22, Total:40

Textbook: Vivid Reading "Get Ready 4"

Aim of this lesson: To have the students find the topic sentence

Allotted Class Periods for this lesson: 4

This class is the 1st period of the allotted periods.

Objectives as Teacher: To have the students tackle on finding the topic sentence and key words for supporting sentences			
Objectives for Students: To get used to finding the topic sentence			
Teaching Points: To have the students get used to finding the topic sentence and key words for supporting sentences			
Procedures	Time	Assumptions	In-Class Observations
Roll call	2		Most students looked tired.
Have the students memorize some important words they learned in the previous lesson	5	Students can concentrate on the class, memorize	
Have the students take a test about these words	3	some important words and get	
Have the students open textbook page 17		some participation points.	As usual, some students took much time to open the textbook
Explain about the topic sentence and supporting sentences	5	Students get the idea of the topic sentence.	
Have the students repeat new words on page 16 after the teacher	5		Some repeated, and some didn't.
Check the meanings of the new words using preparation notebook page 14	5		
Have the students summarize the general structure of a paragraph using the chart on page 17	20	Students understand the outline of the paragraph.	It was difficult for the students to summarize even though there were clues on the text.
Summary	5		

Journal after the lesson

When I have the students memorize important words, they can become quiet through the lesson. That is my purpose of this activity. This class easily become noisy, and I always have to make them quiet for the earnest students. But today, they were extremely quiet, which I think came from the exhaustion by the preparation for the school festival. They worked on the exhibition over the weekends. Because of that, I could go on the lesson as I planned, but I couldn't assure they could understand this lesson. To summarize the general structure was rather difficult for them.

Lesson Plan

Date: Friday, 25th, June, 2004

Class: 2-1 Number of Students: Boys:18, Girls:22, Total:40

Textbook: Vivid Reading "Get Ready 4"

Aim of this lesson: To have the students find the topic sentence

Allotted Class Periods for this lesson: 4

This class is the 2nd period of the allotted periods.

Objectives as Teacher: To have the students tackle on finding the topic sentence and key words for supporting sentences Objectives for Students: To get used to finding the topic sentence Teaching Points: To have the students get used to finding the topic sentence and key words for supporting sentences			
Procedures	Time	Assumptions	In-Class Observations
Roll call	2		
Review the last lesson checking the topic sentence on page 16	5	Students can smoothly get into the lesson.	Even though the topic sentence was written on the textbook, some students couldn't answer the question.
Have the students open preparation notebook page 14			
Put all the sentences into Japanese explaining some grammatical points below as well as some important phrases	33	Students can understand the details of the paragraph and take notes for the preparation for the test.	In-class atmosphere was sleepy. I tried to wake some up.
conjunctions "and", "but" and "while" in order to understand the 2 nd sentence relative pronoun and the usage of verb "help" in order to understand the last sentence.			
Summary	5		

Journal after the lesson

Students seemed to be sleepy because this lesson was in the 5th period and their favorite school festival was over. I tried to wake up some students, but two students wouldn't wake up. I didn't take much time to wake sleeping students up so that I could go on planned lesson for the earnest students. I couldn't be sure if this attitude was OK. I should have talked to them about their attitude after the lesson. The end term examination will start next week, and of course such students have some risk to drop out.

This kind of lesson easily makes students sleepy, and that is always the problem I have to tackle on. I have to find out something that work well in the classroom.

Lesson Plan

Date: Monday, 28th, June, 2004

Class: 2-1 Number of Students: Boys:18, Girls:22, Total:40

Textbook: Vivid Reading "Get Ready 4"

Aim of this lesson: To have the students find the topic sentence

Allotted Class Periods for this lesson: 4

This class is the 3rd period of the allotted periods.

Objectives as Teacher: To have the students tackle on finding the topic sentence and key words for supporting sentences			
Objectives for Students: To get used to finding the topic sentence			
Teaching Points: To have the students get used to finding the topic sentence and key words for supporting sentences			
Procedures	Time	Assumptions	In-Class Observations
Roll call	2		
Have the students memorize the new words they learned in the previous lesson	5	Students can concentrate on the class, memorize some important words and get some participation points.	Since students have tests next week, they tried to make an effort at memorizing these words. But it took some time for all the students to open their textbook.
Have the students take a test about these words	3		
Have the students open textbook page 18 and read with splitting up the sentences into units of meaning	5		
Have the students find out the topic sentence	3		
Check the topic sentence	3		
Have the students repeat new words on page 18 after the teacher	3	Students can practice reading with split and finding the topic sentence	Not loudly
Check the meanings of the new words using the preparation notebook page 16	3		
Have the students summarize the general structure of a paragraph using the chart on page 19	20		
Summary	3	Students understand the outline of the paragraph	By giving some hints, not so difficult for students

Journal after the lesson

Today, since the paragraph was not so difficult, students could find the topic sentence easily, but it seemed to be difficult to understand the supporting sentences. I tried to explain logically, but that was not enough. I have to prepare more. The end-term exam starts next week, so most students seemed that they have to study. But two boys, who were sleeping in the last lesson, tried to take notes, but easily fall asleep. I tried to wake them up many times. I hope they can take enough marks.

Vivid Reading Unit1

Get Ready 4 パラグラフの主題文を見つけよう

教科書 p. 16

Many animals find safety in blending in with their environment. In birds, for example, it is quite common for adult males to be brightly colored and easy to notice, while adult females and young birds are light brown or sand colored in order to blend into their background and escape the sharp eyes of an enemy. Many mammals have also come to be the same color as their surroundings over the years. A zebra is almost impossible to see among the branches and stripes of sunlight in its native Africa, and a lion is very hard to see when it is sleeping on the brown sand of the plains. Most fish are darker on top than on the bottom ; from above, they look like the land under the water, and from below, they look like the water's surface. The safety that these animals' colors provide has helped them survive over the ages.

教科書 p. 17 The structure of the passage

[導入] パラグラフで述べる話題が示されている。導入のないパラグラフもある。この範例文にはない。

[主題文] 書き手が一番述べたい意見・考えが述べられている。

多くの動物は環境に調和して安全を確保する。...

[指示文] 主題文を支える理由・具体例・証拠が述べられている。

【例1】 鳥類のオスは明るい色で目立つが、()や()は()に調和し動物の視線から逃れるために()か砂の色をしている。...

【例2】 () ...

シマウマはアフリカの木の枝や太陽光線の中では、ほとんど見えず、ライオンは()見えにくい。...

【例3】 鳥類は上部の方が暗い色が多いが、これは上から見ると水底の地面のように見え、下から見ると()のように見えるためである。...

[まとめ] 主題文の内容が言いかえられたり、一般化されて、もう一度述べられる。
まとめがないパラグラフもある。

() ...

READING

Many animals find safety in blending in with their environment.

訳

()

Guide blend in with ...「...と調和する」

cf. I think the color of the paint will blend in with the curtains very nicely.

訳 ()

In birds, for example, it is quite common for adult males to be brightly colored and easy to notice, while adult females and young birds are light brown or sand colored in order to blend into their background and escape the sharp eyes of an enemy.

訳

()

Guide easy to notice は to be から続く。

..., while 「...。だがしかし～」(..., but ~)

light brown の light は「うすい」, sand colored は「砂のような色をした」

blend into ...「とけ込む」

cf. These houses seem to blend into the surrounding scenery.

訳 ()

escape は in order to から続く。

Many mammals have also come to be the same color as their surroundings over the years.

訳

()

Guide come to ~ 「～するようになる」(*become to ~という表現はない)

also は の文の「鳥の場合と同様に, 哺乳動物も...」と続く。

the same ... as A「A と同じ...」の意味。over the years「長年の年月をかけて」

A zebra is almost impossible to see among the branches and stripes of sunlight in its native Africa, and a lion is very hard to see when it is sleeping on the brown sand of the plains.

訳

()

Guide A zebra is almost impossible to see=It is impossible to see a zebra

its native Africa の its は zebra を指す。

native Africa「生まれ育ったアフリカ」

it is sleeping の it は a lion を指す。

Most fish are darker on top than on the bottom ; from above, they look like the land under the water, and from below, they look like the water's surface.

訳

()

Guide from above「上からは」, from below「下からは」

The safety that these animals' colors provide has helped them survive over the ages.

訳

()

Guide provide=give

help+O+動詞の原形「O が～するのを手助けする」

cf. The boy helped the man cross the street.

訳 ()

PRACTICE

Email has several important advantages over phones and regular mail. The main advantage of email is that it takes very little time to send and receive messages. From your computer, you can contact someone far away or in the next office. Seconds later, they have your message. If they are at their computer, you can get an answer right away, too. Another reason people like to use email is that for just a few cents you can send a message to someone in another part of the world. You don't have to worry about the time difference or slow mail delivery. Your message is sent quickly, and your friends or people in your office can send an answer when they have time. Lastly, email allows you to send a single message to many people at the same time.

[主論文] ()

[指示文]

【利点 1】 メッセージのやりとりに時間がかからない。

1 .()

2 . 数秒後には、相手がメッセージを受け取る。

3 .()

【利点 2】()

【利点 3】()

【利点 4】メッセージをすぐに送れて、相手は時間があるときに返事を送ることができる。

【利点 5】()

READING

Email has several important advantages over phones and regular mail.

訳

()

Guide have advantages over ... 「...よりいくつか利点がある」

The main advantage of email is that it takes very little time to send and receive messages.

訳

()

Guide is that ... の that-節は is の補語になっている。

cf. The main advantage of electricity is that it is clean.

訳 ()

it takes very little time to ~ 「~するのに時間はほとんどかからない」

From your computer, you can contact someone far away or in the next office.

訳

()

Guide someone far away「遠方の人間」, someone は「だれか, ある人間」の意味。
in the next office は someone を修飾する。

Seconds later, they have your message.

訳

()

Guide seconds later「数秒後」。ここでは「瞬時のうちに」くらいの意味である。

they は<

>を指す。

If they are at their computer, you can get an answer right away, too.

訳

()

Guide be at their computer「コンピュータに向かっている[使っている]」

at は「...に向かって」の意味で,「...」にあたる名詞本来の目的を行っている場合に使われている。次のような例を考えるとよい。

The students were all at their desk.(生徒はみな机に向かっていた。)

この文では,「生徒達はみな勉強のため机に向かっていた。」の意味である。

Another reason people like to use email is that for just a few cents you can send a message to someone in another part of the world.

訳

()

Guide another は の「メッセージのやりとりに時間がかからない」に対応して,「もう一つの」と言ったものの。

Another reason (why) people like to use email と考える。

for just a few cents「たかだか2, 3セントで」。内容は「わずかな費用で」の意味。

You don't have to worry about the time difference or slow mail delivery.

訳

()

Guide time difference「時差」, slow mail delivery「郵便の配達が遅いこと」

Your message is sent quickly, and your friends or people in your office can send an answer when they have time.

訳

()

Guide they は your friends や people in your office を指す。

Lastly, email allows you to send a single message to many people at the same time.

訳

()

Guide allow+O+to ~ 「O に~させる」(allow は to 以下の事柄をしようと思えばしても構わない, くらいの意味である)

a single message は a message と同じだが,「1つの」を強調している。

at the same time「同時に」

TEAM TEACHING PLAN – 2 GRADE ORAL COMMUNICATION

WEEK: 02/23/2004 TEACHER: Okada, Miki, Osaka

CLASS: OCI

LESSON TITLE: Sophomore Knowledge Bowl

LESSON NUMBER: 6

VERSION 1 DATE 3/10/2005

<u>PLAN</u>	<u>TIME</u>
<p>WARMUP: “b’ AND ‘v’” game</p> <ol style="list-style-type: none">1. Collect “Future Occupation” homework.2. Give Each student has two sticks.3. Each stick (chopstick) has a letter ‘L’ (‘b’) or ‘R’ (‘v’) on it.4. ALT will write a word on the board, and have students repeat ‘b’ and ‘v’ sounds 2 or 3 times.5. All students stand up6. ALT will say a word that begins with ‘b’ or ‘v’ and students must guess which letter was used.7. Students who answer incorrectly must sit down. <p>Last student standing wins and gets a hanko.</p>	15 min.
<p>Sophomore Knowledge Bowl;</p> <ol style="list-style-type: none">1. Put students into groups2. Use computer to show questions3. Students have 10 seconds to answer WITHOUT hints4. After 10 seconds, 4 possible answers will be shown.5. Group with the most correct answers will receive a hanko.	35 min.

MATERIALS TO BE USED

1 per student : Chopsticks with L/R
Laptop, Projector, Screen

AIM OF LESSON

Review materials from previous lessons in preparation for the test

CONCLUSION/COMMENTS/SUGGESTIONS FOR IMPROVEMENT