

Lesson Plan

Date: 2004 . June. 22nd

Class: the third year Number of Students: Boys 13 Girls 12 Total: 25

Textbook: polestar Lesson: Lesson 4 *Coping With Stress*

Aim of this lesson: 1) To make sure of the meanings of the words and phrases (review)

2) To have the students read the passages aloud

3) To have them understand the content

Allotted Class Periods for this lesson:

This class is the second period of the allotted periods.

Objectives as Teacher:

(What are your personal objectives as teacher in this class?)

1) The students haven't read the text aloud , so I will have them read it aloud

2) To have them pronounce words and make sure of the meanings

Objectives for Students:

(What do you want students to be able to do at the end of this class?)

1) I want them to be able to understand the meanings of the words and phrases

2) I want them to be able to read the text aloud and to understand how important reading aloud is

Teaching Points:

(What teaching points are you going to focus on in this class?)

Procedures: (T activity, Ss activity, teaching material, teaching aids, etc.)	Time (How much time to spend for each activity)	Assumptions (Why do you decide to do what you are going to do?)	In-Class Observation (Write down whatever you noticed during the class.)
T pronounces the new words and phrases	5	Ss will pronounce correctly	Ss pronounce with a quiet voice, so T tells them to pronounce the words aloud . Louder and louder, better and better.
To have Ss pronounce the words and tell the meanings	10	Ss will understand the meaning and also make sure of the derivative or the different usages	Most of the Ss did well. They took notes very earnestly. Added more vocabulary.

To have Ss think about the sense group	5	Ss think about the meaning of each sentence	Since T suggested to them how to find the sense group, they did well without any difficulty, but some of them did it automatically without thinking of the sense group. Walking around the classroom, I gave them some advice.
To have them repeat after T	5	Ss read the each sentence aloud	They did it very well.
To have Ss read it by themselves	10	Ss read each sentence, thinking of the meaning	They also did this well. But I wanted them to read it with a louder voice.
Information about the next lesson (homework etc.)	2		
closing	1		

Journal after the lesson

(Take 10 to 15 minutes and write down how you feel after the lesson. Were you able to do what you intended to do? What do you think went well and what didn't?)

On Tuesday June 22nd. first, I had them pronounce each word, concentrating on the pronunciation and accent , repeating after T. Next I made sure they knew the meaning of each word and phrase. Each student pronounced one word each, and then told us the meaning. They were very diligent. They did it very well. I added more information about each word , for example, 反対語・名詞形・動詞形 etc. I had some of the Ss answered my questions. I thought it was important to add more vocabulary, but I lost a little time. It depends on the number of the words and phrases, but it took time. What do other teachers do in order to improve the knowledge of vocabulary ? Is it OK even if it takes a lot of time. Is there any correct way ?

Lesson Plan

Date: 2004 . July. 15th

Class: the third year

Number of Students: Boys 13 Girls 12 Total: 25

Textbook: polestar

Lesson: Lesson 5 *All the Good things*

Aim of this lesson: 1) To make sure of the content of the story briefly (review)

2) To have the students understand the passages in detail

Allotted Class Periods for this lesson:

This class is the second period of the allotted periods.

Objectives as Teacher:

(What are your personal objectives as teacher in this class?)

- 1) To remind the Ss of the last lesson and to have them think about how the story is developing
- 2) To have them understand today's story

Objectives for Students:

(What do you want students to be able to do at the end of this class?)

- 1) I want them to be able to learn the grammatical points throughout the story.
- 2) I want them to be able to understand the story.

Teaching Points:

(What teaching points are you going to focus on in this class?)

Procedures: (T activity, Ss activity, teaching material, teaching aids, etc.)	Time (How much time to spend for each activity)	Assumptions (Why do you decide to do what you are going to do?)	In-Class Observation (Write down whatever you noticed during the class.)
Reviewing the last lesson, asking some questions to the Ss	5	Ss listen to T's story , thinking about the T's questions	Usually I use a handout, but this time I didn't. So mostly I told them the story which we had already done. The Ss remembered it very well. We could review it very quickly.
To read each sentence	5	Ss will review the story by reading the paragraphs.	The Ss read better than last time. I wonder if the Ss could remember the content and the grammar points.

To explain the content of the story	38	I didn't tell them the translation of each sentence, except for the difficult ones. I don't think that translating every sentence is so important. The Ss are worried if the T doesn't tell them the translation at all.
closing	2	

Journal after the lesson

(Take 10 to 15 minutes and write down how you feel after the lesson. Were you able to do what you intended to do? What do you think went well and what didn't?)

On Thursday, 15th. we had this lesson during the fourth period. I couldn't finish the third paragraph of the textbook last time, so I had to start the same paragraph and finish it. First, I had the students read that paragraph aloud and I explained the content of it. Depending on the sentences, I added a more detailed explanation. There is one thing that I am not sure of when I explain the details of the textbook : I don't know whether it's good to explain the grammar points or not. The Ss have no book written about the grammatical points, such as a preparation text. I think it necessary to add more detailed information about the grammar. More details , however, can confuse the Ss and it can make them forget the content of the story by focusing on the grammar. I am just wondering what the aim of *Reading* lessons are , because I think my explanation doesn't suit the intention of *Reading* lessons. I have always wondered about the answer to this point. What is good for the Ss ? What is *Reading* ? It depends on the level of the Ss, I guess, but I hope that there will be a good way for them. I am looking for it all the time.

Lesson Plan

Date: 2004 . July. 16th

Class: the third year Number of Students: Boys:13 Girls:12 Total: 25

Textbook: polestar Lesson: Lesson 4 *All the good things*

Aim of this lesson: 1) To have the Ss think about the sense group beforehand

- 2) To listen to teacher's reading and repeat after her, thinking of the meaning of the sense group
- 3) To understand the content of the two paragraphs
- 4) To have Ss answer some questions in Japanese

Allotted Class Periods for this lesson:

This class is the third and fourth period of the allotted periods.

Objectives as Teacher:

(What are your personal objectives as teacher in this class?)

- 1) To have Ss read aloud
- 2) To have Ss understand the content of the paragraphs

Objectives for Students:

(What do you want students to be able to do at the end of this class?)

- 1) I want Ss to be able to read aloud
- 2) I want them to be able to understand the content of the paragraphs and answer some questions about them in Japanese

Teaching Points:

(What teaching points are you going to focus on in this class?)

Procedures:

(T activity, Ss activity, teaching material, teaching aids, etc.)

Read the text first and remind Ss of the content of the last lesson

Time

(How much time to spend for each activity)

5

Assumptions

(Why do you decide to do what you are going to do?)

Read aloud , being aware of the pronunciation and accent

In-Class Observation

(Write down whatever you noticed during the class.)

Each student read each sentence aloud
Some of them missed or skipped a line , but
Imost were OK

T tells Ss about the story we have already done in Japanese and has Ss imagine what will happen next	2	Ss will review the story	Ss prepared for the handout, so some of them didn't listen to it.
T explains the grammatical points , reviewing the new words and phrases. T will often ask some questions to Ss.	23	Ss will not only take notes but also think about the content	Ss took notes very hard, but I am just wondering if they really understood T's explanation at all
T tells Ss to fill in the blanks on the question sheet and checks their answers.	10	Ss will understand every paragraph in Japanese	At first T gave the handout to Ss before starting the lesson and hoped that Ss answered the questions in Japanese beforehand, but it was too difficult for them to do. After the explanation, they did them very well.
Greeting			

Journal after the lesson

(Take 10 to 15 minutes and write down how you feel after the lesson. Were you able to do what you intended to do? What do you think went well and what didn't?)

On Friday, July 16th. I had the video taken during the 4th period. Today I had the third and fourth period. I wasn't so nervous but I didn't prepare for the lesson well, so it didn't go as well as I had hoped. I should have prepared for it more. Ss said nothing even if they didn't understand my explanation. Too bad. I should have asked them if they COULD understand it or not. When I don't feel confident, my eyes often drop down and I can't look straight at the students. That's my weakness. I wonder if Ss get tired of just listening. I want to use something interesting, for example, a computer. I have no idea how I would do it, but I want to try it. I am sure that there are a lot of ideas. I need to find some.

Our school has two terms. Now the first term is still going. Today is the last lesson before the summer vacation. I should look back on my lessons. I haven't changed my teaching style for a long time. I always think that I should change, because maybe my way is old-fashioned. I don't think old-fashioned ways are bad, but it depends; many students like this way. They are relieved when teachers translate sentences into Japanese. I think it is unnecessary to translate all sentences, because it's more important to understand the content in the *reading* lesson. I understand it enough, but since the text we use is difficult, I translate more difficult sentences into Japanese. Sometimes I ask them if they understand my lessons. They say it is no problem, they are so kind. But I shouldn't take advantage of it. I need to think hard about whether I should change my style. Ss are used to this old-fashioned style, because not only I but many teachers do this way. If I introduce a new version, they might be confused, I guess. It is difficult.

