

Lesson Plan

Date:2004/6/16

Class:Grade2 Writing

Number of Students: Boys:4 Girls:11 Total:15

Textbook: 『精読演習 2 5 講』(山口書店) Ch:4

Aim of this lesson: To have Ss understand the paragraph reading & grab the authors ideas.

Allotted Class Periods for this lesson: 2 periods

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

Objectives as Teacher:

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

Ss have the strong attitude toward studying English. They are preparing for examinations next year.

Objectives for Students:

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

I want Ss to understand the structures of paragraphs.

Teaching Points:

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

Ss should not translate sentences into Japanese before they look through the whole sentences.

Procedures:	Time	Assumptions	In-Class Observation
Greetings	3	(Ss are preparing for the Quiz)	(Ss was trying very hard to memorize words.)
Words Quiz	5		
Teacher's Model Reading I read the text and have Ss listen to the context with thinking of the contents.	5	(Listen carefully and try to understand the main idea of the author)	(Getting accustomed to looking for the main ideas, Ss can easily find the author's main idea.)
Imagination Time To have Ss imagine what this text is trying to say. They imaging as much as they can with the author's main idea.	10	(They will be at a loss what kind of contents will be followed because they don't have much information and scheme about this topic.)	(Ss were troubled with this question. Though I know this kind of activity is very difficult for Ss, I think this activity will help Ss to read the sentences to some extent and, it is also helpful for rapid reading.)
Structure Sheet	5	(Ss confirm the structure of the text with this sheet and compare it with their guess.)	(Through this sheet, Ss can easily find their mistake. So this sheet is very helpful to confirm the difference between T's answer and Ss' ones.)
Assignment Check & Translation	20	(Ss turn in the assignment and check their translation.)	<u>(It took much time to write the explanation on the black board.)</u>
Assignment Greetings	2	(Ss take notes of assignment)	

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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?)

I think it is very good to have the words quiz in the beginning of the class. This is because Ss can change their attitude for the break.

It is true that to imagine and guess the contents of the textbook just by the author's main idea, but I believe it will help Ss' rapid reading. Our school doesn't have a lot of time for students to study English, so this activity seems to be difficult for students. I have kept on teaching how the structures of English are organized, so they know the way to find the author's main idea to some extent.

I could teach effectively the structure of this chapter, but it took much time to explain the contents. I think this is the problem. Students must wait till I complete the blackboard. I want to use IT to teach more smoothly.